# MIAN AFZAL HUSAIN



A BIOGRAPHY

*by*

# SH. ABDUL HAMID

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K.B. Mian Muhammad Afzal Husain, H.Q.A.,
M.A. (Cantab.), M.Sc. (Pb.)
Hon. D.Sc. (Pb.), Hon. LL.D. (Toronto)
F.N.I., F.A.S., F.Z.S., F.P.A.S.
(1889—1970)

# Mian Afzal Husain

(A Short Biography)

*By*

SHEIKH ABDUL HAMID
W.P.E.S. (Rtd. Headmaster)

With a Foreword

*By*

MR. S. A. RAHMAN
Rtd. Chief Justice
Supreme Court of Pakistan

Including a Chapter
They Knew Mian Afzal Husain

*By*

PROF. DR. ABDUS SALAM
Director, International Centre for Theoretical
Physics, Trieste, Italy

**and other**

Eminent Scientists and Scholars

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## FOREWORD

Mr. Abdul Hamid, the compiler of this little book on the life and work of the late Mian Afzal Husain, has done me an honour by inviting me to contribute a foreword to his publication.

The late Mian Sahib had a brilliant academic record. He later blossomed into a pioneer research-scientist of international repute, an expert Educationist and an impartial Administrator. He strikes one as the ardent pilgrim who had set his sights towards the shrine of educational excellence in Pakistan. He worked towards that end, all his life, with a sense of mission and inspired others to similar efforts. He was a man of inflexible principles and a hard task-master. Having set a high standard of integrity and industry for himself, he was unforgiving if those around him failed to come up to his expectations. As a member of the Syndicate of the Punjab University, I had the pleasure of seeing him in action as Vice-Chancellor, during his last tenure from 1954 to 1958. Imbued with a meticulous regard and almost fanatical zeal for rules and regulations, he could not be persuaded to relent, to the least extent, in favour of a delinquent or sluggard, whether from the student sector or from the adminstrative and academic sphere of the University. This inelasticity in his mental make-up sometimes exposed him to adverse criticism from interested quarters and even from those who advocated the tempering of justice with mercy. But he could not be deflected from the position he had once taken up, on a consideration of the relevant facts and weathered all such criticism with great sang-froid and the utmost composure. Such men are rare but the success-story of these men as revealed by human history, owes a great deal to such exceptional individuals.

For the Islamic Colloquium that was sponsored by the Punjab University under his inspiration in 1957-58, when he was Vice-Chancellor, he had specially invited Mr. Muhammad Asad (formerlv Leopold Weiss) to take charge of its organization. Mr. Asad was, however, more of an intellectual than an administrator and soon, his slow pace of work earned the active disapprobation of Mian Sahib, leading to a parting of their ways, inspite of my efforts to effect a reconciliation between them. The main brunt of the organizational work was then transferred to the late Maulvi Mohammad Shafi and the Colloquium eventually became a great success.

It was during the time that he was incharge of the destinies of the University that the main features of the New Campus Scheme were settled and its foundation laid by the then President of Pakistan. Mian Sahib's foresight enabled him to propose liberal acquisition of lands for the scheme so as to meet all future exigencies of educational expansion and he resisted persistent executive attempts to curtail the area of the New Campus. He also fought consistently for preserving the academic and administrative autonomy of the University against unnecessary governmental control.

I was co-member with him of the Educational Commission headed by Mr. Justice Mian Sir Abdul Rashid. He made an invaluable contribution to its deliberations and a considerable portion of the Report of the Commission owed its final shape to his painstaking drafting. Over certain questions like the medium of instruction at school and university level and the importance of oriental languages and literature, one could differ from him but none could doubt his whole-hearted solicitude for the acceleration of the educational process and the establishment of sound educational traditions in Pakistan. He thought that there should be greater diversificatlon of educational activities at the secondary level so as to divert a good proportion of students towards vocational institutes, leaving only the intellectual elite, who could really benefit from higher education, to reach the University stage.

The University Alumni House Scheme which he had initiated during his last years, has been revived recently by the present Vice-Chancellor, Dr. Khairat Mohammad Ibn-e-Rasa. It would be a fitting tribute to the signal services rendered by the late Mian Afzal Husain to the cause of education in Pakistan, if this scheme fructifies into a full-fledged institution and is associated with his name.

The career of Mian Afzal Husain should serve as a beacon-light to our budding graduates and inspire them to emulate his life-long devotion to Pakistan and the solution of its educational problems.

Lahore
6-10-1977

S.A. Rahman

# PREFACE

The last decades of the nineteenth century saw the birth of many great Muslims. Mian Afzal Husain was, undoubtedly, one of them.

This little book aims at presenting his short biography. The author makes no claim to have written a comprehensive biography of his life extending over 81 years. It just describes some of his activities as a scientist at the Agricultural College, Lyallpur,[1] and then as an educationist and these also briefly—and only makes a passing reference to his work on the Public Service Commission, his work on the Bengal Famine Commission, and some of his other assignments.

He first made his mark as a scientist at the Agricultural College, Lyallpur,—now raised to the university level.

His research work on the locust there, a pest of vegetation known since bibilical times, brought him into prominence all over the world.

After leaving Lyallpur, in the year 1938, he became the Vice Chancellor of the Punjab University at Lahore. He performed his role so successfully, in spite of the misplaced criticism of the Hindus, which was the result of political ferment in those days, that he became an accredited educationist of his country.

The author had also the good fortune of meeting Mian Afzal Husain on several occasions and thus has incorporated some of his conversations with him in the book. Some of his writings have been also given to present his view-point.

The author is thankful to his worthy son, Mian Arshad

1. Now re-named as Faisalabad.

Husain, Ex-Foreign Minister of Pakistan, for supplying photographs for the book and offering other assistance.

The chapter of the book, "They knew Mian Afzal Husain", requires elucidation. The first two articles of this series have been taken from the Agricultural College Magazines, Lyallpur. The rest of these articles have been written by eminent scientists and scholars who had come in contact with Mian Sahib at the request of the author. He is, therefore, very grateful to them for their kindness,

He is also thankful to Pir Amanat Ullah Shah, M.Sc. Retired Principal, Government College, Jhelum, for reviewing the book.

The author is also grateful to Mr. Justice (Retd.) S. A. Rahman for writing a foreword to the book.

10 - Mian Saeed Colony
Wahdat Road, Lahore
November 15, 1977.

Sheikh Abdul Hamid
W.P.E.S., Retired Headmaster

## CHAPTER 1

# HIS FAMILY AND HIS EARLY LIFE

Mian Afzal Husain was born according to the Christian Era, in March, 1889 at Batala, a town in the Gurdaspur District, now in India.

His father, Mian Husain Bakhsh, was an Extra Assistant Commissioner at the time of his birth. Mian Husain Bakhsh had to marry twice due to the early death of his first wife, Bibi Amir-un-Nisa, the mother of the famous Sir Fazal-i-Husain, who first made his mark as Education Minister in the Punjab and, later on, retired as Member of the Viceroy's Executive Council, New Delhi, in 1935 and who is justly regarded as one of the Makers of Modern India.

The mother of Mian Afzal Husain, Bibi Fateh Bibi, was the daughter of a well-to-do Zamindar of Qadian, a town near Batala, and was well known for her intelligence, methodical habits and, in later life, for her charitable disposition.

Mian Husain Bakhsh came of a family of Bhatti Rajputs who enjoyed a good deal of prestige and influence in their town.

Under the Moghuls, the family was well off, but at the outset of the Sikh Regime in the Punjab, the family suffered and some of its lands were taken from them. The family, however, to retrieve its fortunes in the new context of circumstances, took service under the Sikhs and one member of their family held the famous fort of Gobindgarh at Amritsar as the English occupied the Punjab. Consequently upon the downfall of the Sikh power in the Punjab, the family was again left in the doldrums.

On the advent of the English, the members of the family again began to strive to take their rightful place in the new order of things. Mian Husain Bakhsh took service under the British and, being an upright person, soon became an Extra Assistant Commissioner and retired as District Judge from the Government service and also received the title of Khan Sahib.

Mian Husain Bakhsh showed keen interest in the education of his co-religionists, and wherever he went during the course of his service, he did his best to organise a Muslim Anjuman with the object of starting a school for the Muslim children. This interest in the education of children remained a life long passion with Mian Afzal Husain, and also with his elder brother, the celebrated Mian Sir Fazal-i-Husain.

Mian Afzal Husain showed great intelligence even as a small boy and was fond of outdoor excursions and could often be seen sitting by the side of his father in the phaeton of the family drawn by two horses. After receiving his early education in various schools at Peshawar, Jullundur and Sialkot, he came to his home town Batala to pass his Matriculation Examination.

Thus in the year 1905, a well dressed boy could be seen on his bicycle, on the road leading to A. L. O. E. (A Lady of England) High School. This was the school started early by a British Missionary Society working at Batala.

It became a very famous school in the area and its Headmaster was then Mr. B. M. Sircar known as a strict disciplinarian. But alongwith this, it was well known that he greatly appreciated the diligence of the students. Even in those far off days, when people were not so keen to educate their children, the Headmaster admitted to his school such students as were known for their studious habits and good behaviour.

Mr. B. M. Sircar often spoke favourably about his young pupil to his father little knowing that one day he would occupy an important place in the educational circles of his country, and that his policies would become the subject matter of much criticism, and appreciation too. And also as a scientist

of his country his name would find an echo in the science journals of far-off lands. Mian Afzal Husain was fortunate to receive his education under such a Headmaster who was very competent in his work and was also conversant with the new trends in education even in those distant days. Being a Christian, he constantly came into contact with English men fresh from England with their heads full of new ideas about education and kindred activities.

We have it on the authority of one of his class-mates that Mian Afzal Husain was a diligent student in his school days and also reserve in his habits.

After passing his Matriculation Examination in 1905, Mian Afzal Husain came to Lahore and joined the Government College. His elder brother Mian Fazal-i-Husain had already passed his B. A. examination from the same College. It is interesting to note that Mian Afzal Husain chose Science subjects for his study in contrast to the Arts subjects taken up by his elder brother.

During his stay at the Government College, it appears, that he developed a special taste for Zoology. This is also clear from the fact that he took up Zoology in the M. Sc. Class. In later years he recorded that Mr. Stephens, his Professor of Zoology, greatly appreciated his work in the subject. It was indeed due to his diligence that he stood first in his class and also got first class. He was awarded the Alfred Patiala Research Scholarship of the Punjab University.

When Mian Afzal Husain was a student at the Government College Dr. Sheikh Muhammad Iqbal, M. A., Bar-at-Law, (later on knighted by King George V), who became a famous Poet and Philosopher afterwards, and who in the last days of his life propounded the idea of Pakistan, was also a part-time Professor on the staff of the College. In later years, he always took pride in the fact that he had been a student of Allama Iqbal.

After passing his M. Sc. he decided to go to Cambridge in

the year 1914. He sailed for England in 1915 and joined the Christ College Cambridge and spent 4 years there. He worked very studiously at Cambridge and was declared the best student of the College for the year 1916 and was swarded the Frank Smart prize for Zoology for his original work in Science. There at Cambridge he also won the Darwin prize. The Royal Society of England sanctioned an educational grant for him for two years. He also served as a Demonstrator at Cambridge towards the last days of his stay there.

Accordingly as a result of his outstanding diligence he won a Tripos in natural sciences in the first division.

The sort of education, he received at Cambridge, left an indelible mark on his mind, and in later years, while often addressing college students he sometimes almost ecstatically remarked, "When I was at Cambridge, I observed......" His stay there also thoroughly convinced him the great importance of practical work in connection with the teaching of science and also the necessity of a well-equipped laboratory at the disposal of students, demonstrators, lecturers and professors. It was here that he learnt that science can only be taught in the scientific way. In after years, when he rose to responsible positions, he kept constantly moving the authorities to keep replenished science laboratories of the country with plenty of apparatus and chemicals. Not only that, he also emphasized, that research work in science should proceed on right lines to help this country to solve its various technical problems.

In order to become a member of the Indian Imperial Service it was incumbent upon Mian Afzal Husain to have a working knowledge of one of the Asiatic languages. He chose Persian, as the language for his qualification. He prepared for the examination, appeared in it and, what is more, got a prize for topping the list of successful candidates. Afterwards he remained in close touch with the language and often quoted Allama Iqbal and many poets of Iran during his table talk with his friends.

In the year 1919, the Secretary of State for India, appointed him as a member of the Imperial Service to the additional post of Entomologist at Pussa, Bihar, in India. Then in the September of the same year he was appointed as Entomologist to the Government of the Punjab and Professor of Zoology and Entomology at the Agricultural College, Lyallpur.

CHAPTER 2

# MIAN AFZAL HUSAIN AT THE PUNJAB AGRICULTURAL COLLEGE, LYALLPUR

Mian Afzal Husain assumed charge at Lyallpur as Entomologist, at a time, when locust swarms began to visit the Punjab frequently. He worked on this problem under a special assignment from the Indian Council of Agricultural Research. He devoted his full attention to the problem and devised means to destroy the swarms. A locust laboratory was set up in the college and locusts were bred there and after much experimentation in the laboratory, and later on in their haunts, he worked out methods to destroy the pest. He, then, became an expert on locust destruction and in the year 1935, he was sent by the Government of India as a delegate to attend the International Locust Conference at Cairo.

He also experimented extensively with silk worm breeding to make it a cottage industry in the country. As a result of his work, on this neglected branch of industry, it is now considered, one of the best side-professions of the farmer in this country. He also paid his attention to the pests of the cotton crop. After sometime, he devoted his energy to study fruit pests.

'The[1] spotted bollworm of cotton was brought under control by pulling the cotton plants from the root at the end of the harvest to prevent sprouting during the following spring and thus providing food for the next outbreak. The pink bollworm was destroyed by heating the seed in the sun. Rice borer was effectively controlled by uprooting the stubbles soon after

1. From an article by Muhammad Afzal and Taskhir Ahmad: Mian Muhammad Afzal Husain Memorial Volume.

harvest so that very few larvae could over-winter. He must be regarded, thus, one of the pioneer scientists, who took up the work of plant protection, which is now considered so important all over the world in the interest of agriculture.

He also studied the cultivation of the lac insect from whose secretion lac is prepared. He made an intensive study of the problem and then the cultivation of lac was popularized by him extensively and thus many villagers got work during their spare time in rural areas and thus increased their income.

He also emphasized that new methods should be evolved to produce better crops and steps taken to bring home to the villagers the importance of scientific methods to achieve these results. In later years, he also pointed out that immediate steps should be taken to overcome water logging and salinity, the two important factors, which were responsible for making our lands barren and low in productivity.

During his stay in Lyallpur at first he became a Fellow of the Punjab University and then a Member of the University Syndicate. After some time he became the Dean of the Faculty of Agriculture.

At Lyallpur he also undertook the study of birds useful for the farmer. For sometime he devoted a good deal of his energy to examine the habits of the birds, who migrate to the Punjab plains during certain seasons. He concluded that the starling was a very useful bird for the farmer as it was insectivorous and helped to destroy locusts. He also pointed out that the parrot is a very depradatory bird, for, besides eating away fruits from gardens, it destroys a good deal of the fruit aimlessly.

When he was at Lyallpur one of his friends said to him that his son, who was a graduate, had a very bad hand writing and it was worrying him much. He said to him, "Tell your son to copy A B C from some good hand and then re-write it for several days". The son acted upon his advice and found marvellous improvement in his handwriting.

Bee-keeping is an important side-business in many countries of the West. It also received Mian Sahib's attention as an entomologist.

In the hilly tracts of India the profession is carried on under indigenous conditions since ages. But nobody brought it into line with the scientific methods adopted in the West to make it a more paying business. Mian Afzal Husain studied the problem and under his guidance, an apiary section was added to the College. It proved a great success and its branch was started at Lahore, in the Lawrence Garden, now called Bagh-i-Jinnah.

In the year 1933, Mian Afzal Husain became the Principal of the Agricultural College, Lyallpur. A column writer in the daily "Aufaq" of Lahore, wrote that when Mian Afzal Husain became the Principal of the Agricultural College, Lyallpur, the College had developed many problems requiring solution. Its former Principal was Mr. Brownie who had served the institution ably. But on his retirement, it was felt that the surging tide of nationalism, which was moving at a rapid pace, hinted that an Indian Principal would serve the national aspirations of the country much better.

Mian Afzal Husain devoted his entire energies to place the College on an even keel and soon brought it into line with the best colleges in the country. The College began to attract students from many neighbouring countries such as Afghanistan, Persia, Iraq and Arabia.

In the year 1930, it is said, Mr. Gandhi approached him with the request to find out a 'painless' method of destroying monkeys, as they were proving a great nuisance in some parts of the country. Mian Afzal Husain created a research cell in the College to find out a method for their speedy extermination. All sorts of poisons were used in their feeds but without success, as the animals at once detected the poisoned food and refused to take it, preferring starvation, to such a sumptuous feast. Even the most deadly poison which kills man in no

time could not help to do away with them. The experiment was closed for lack of further funds.

In 1933, he presided over the Agricultural Section of the Indian Science Congress.

1938 he presided over the Entomological Section of the Indian Science Congress during its Jubilee Session.

When Mian Afzal Husain was at Lyallpur it appears, he had a very crafty office Assistant under him. In fact the Assistant was the product of those times when Hindu-Muslim relations were taking a turn for the worse. Mian Sahib writes about the Assistant working under him. 'During my 20 years of service in the Department of Agriculture from 1919 to 1938, I received exceedingly few anonymous letters. There was just one accusing me of antagonism towards one of my Assistants belonging to a community other than mine. I was greatly upset. I communicated the contents of this letter to the Director of Agriculture and also showed it to the Assistant concerned'.

In the year 1938, he was deputed by the Government to attend a Science Conference in Germany. It so happened that the Air Line by which he had to travel showed its unwillingness, at the eleventh hour, to fly him in the plane owing to some weight difficulties. So Mian Sahib had to come back and it so happened that he was approached by some of his friends to apply for the post of Vice-Chancellor of the Punjab University. He also came to know, that Khalifa Shuja-ud-Din, Bar-at-Law, and Secretary of the Islamia College Committee, Lahore, was also applying for it. He consulted some of his friends and personally told them that his rival was better suited to the post and further added that he did not like the post, as that would bring him to the end of his research career and also remarked that the people would label him as a renegade from Science.

But his friends told him that Khalifa Shuja-ud-Din had very little chance of success because of his avowed communal

out-look. Under the circumstances, he stood a better chance and the interests of the Muslims of the Punjab would become safe in his hands. So Mian Sahib applied for the post and his appointment was notified in the Government Gazette.

It is said that subsequently when Mian Sahib went to see Sir Henry Craik, the then Governor of the Punjab, he said "Mr. Husain, the soul of your late brother interceded for you and I remained awake the whole night to make up my mind. I hope you will make a good Vice-Chancellor".

CHAPTER 3

# MIAN AFZAL HUSAIN AS VICE-CHANCELLOR (1938—1944)

Mian Afzal Husain as he left Lyallpur, in 1938, came to Lahore to assume charge of the Office of the Vice-Chancellor at the Punjab Univerity.

In Lahore, he stayed for some time with his friend, Prof. Anand Kumar, who was then Reader in Zoology at the Government College, Lahore. His appointment as Vice-Chancellor of the Punjab University was not looked upon with satisfaction by the Hindus, in spite of his high academic qualifications. The Hindu Press read many sinister meanings in his appointment. He writes : 'The Hindu Community was antagonistic to my appointment. The Hindu Press was very critical and even in the Assembly there were statements made which were against me'.

In fact, a Muslim Vice-Chancellor was very necessary to organize the Punjab University, which was almost completely staffed by the Hindus in a Muslim majority province. Under. the new political reforms, which the British Government had introduced, Sir Sikandar Hayat Khan, had become the Chief Minister of the Punjab. It appears according to some political observers that Mian Afzal Husain had been persuaded by Sir Sikandar Hayat Khan to take up the helm of affairs, at the University, to look after the interests of the Muslims.

It may be pointed out, at the very outset, that it was the good fortune of Mian Afzal Husain that his elder brother, Sir Fazal-i-Husain, had passed into history during his life-time and his name often echoed to remind people of his great organizing powers, his resilience, his compromising attitude at times, to let things take a better shape and, above all, his devotion to duty. And it must also be mentioned that the political-minded extremist section of the Hindus regarded him as an incarnation



Mian Afzal Husain as Vice Chancellor, Punjab University (1938-44) at the University Convocation, Lahore.



Mian Afzal Husain as V.C. Punjab University (1938-44) with the Chancellor, Sir Geoffrey De-Montmorency, Governor of the Punjab.

of the Mughal Emperor Aurangzeb, who according to their reading of the Mughal history, was very hard on their co-religionists.

It may be stated also that the most crucial period of his life concides with the political unrest in the country alongwith the strained relations which the two major commnnities in India—the Hindus and the Muslims—were sharply developing and which ultimately culminated in the Partition of India by the British, as they left the country. Mian Afzal Husain being a scientist was physically incapable of taking a biased attitude towards such developments. He had learnt all his life to call a spade a spade. It was this attitude on his part which helped him to steer clear of the charge of alleged communal leanings that was sometimes raised against him.

Mian Afzal Husain brought with him from Lyallpur his ripe experience of admininstration, vast knowledge and modern outlook. He was a great disciplinarian and emphasized that rules and regulations should be strictly obeyed. He effected many reforms in the University which proved very useful. He showed practical sagacity while dealing with day to day problems : One day, the Headmaster of a High School, who had not succeeded at lower levels, to get a Matric centre of examination instituted at his school, finally saw Mian Sahib in his office to seek his help. He told him that he had only 89 students on the rolls of the tenth class in his school. Mian Sahib said to him that for such a small number of students, an examination centre could not be set up economically. He then paused a little and said, "Can your school arrange to pay the examination fee for a hundred students ? The Headmaster after a little hesitation said, "Yes Sir". Then Mian Sahib said, "A centre will be set up at your School if you pay up the balance of fee for 11 more students", Mian Sahib further continued, "In that case your students shall be required to over-pay about two rupees per student but you and your students will be saved from a lot of trouble". And then the centre was instituted at his School.

Duriug his first term as Vice-Chancellor he got organized a show on 'Optics' in the University. It was a great success. Even school boys from all over the Punjab were given a chance to see the show. It had a number of sections—all very interesting. Perhaps this was the first biggest science show organized on such a large scale in the Punjab.

It was also during his first term as Vice-Chancellor that the son of an important officer was caught red-handed while copying in the B.A. Examination. When the time came for presenting his case to the Syndicate, the officer who was incharge of such cases, showed interest in the boy and came to Mian Afzal Husain and said, "Sir, it is regrettable that the son of Mr...has been caught copying in his Honours paper. The boy has done very well in his Pass Course papers. He can be declared successful in B.A. Pass Course. His Honours paper stands automatically cancelled. The argument was indeed novel and fascinating. But Mian Sahib said, "It is a case of copying. The rules must be obeyed". The case was sent to the Syndicate and the boy was disqualified.

In another case a Hindu Superintendent of the University, by making favourable reports to the Government, got enhanced the annual grant of the Aryo-Vedic College, Lahore, an institution for the study of ancient Hindu Medicine, but made adverse reports in the case of a similar institution run by an Association, called the Anjuman Himayat-i-Islam, Lahore, and thus made it suffer financially. When Mian Afzal Husain came to know about it, he wrote to Khalifa Shuja-ud-Din, the then secretary of the Anjuman, to put the case in the proper perspective for the increase of the grant—and retrospectively too—as both the institutions were considered equal in rank by the Government.

The new post which he had accepted was, by no means, a bed of roses. All the important posts in the University were staffed by the Hindus who had the accumulated experience of generations to their credit coupled with the active cooperation of their comrades and with a powerful Hindu Press at their back. The vigilant eye of Mian Afzal Husain scrutinized all



Mian Afzal Husain as Vice-Chancellor, Punjab University (1938-44) at a dinner with other Vice Chancellors of Indian Universities. Seen in the picture are, Dr. Radha Krishnan, the then V.C. Hindu University, **Beneras** and Sir Monohar Lal, then Education Minister, Punjab.

this. A retired Vice-Principal of the Government College. Lahore, while discussing the affairs of the University with me remarked, "Mian Sahib helped the Muslims of the Punjab to acquire some posts at higher levels in the University, without harming the interests of the Hindus."

Thus slowly he put in some Muslim officers in the new jobs to satisfy the political pressure which had resulted from the Muslims' demand for services according to their population strength in the Province.

In 1946, the scientists of India honoured him by electing him to preside over the general session of the Indian Science Congress.

During those days when he was the Vice-Chancellor, teachers of Sanskrit gave him an address of welcome. In the reply which was brief, he said that he was ignorant of Sanskrit. But it was often said that it was a very difficult language to learn. So it was their duty to explore modern methods of making the learning of the language easy. He pointed out that it was the only advice which he could render to them to raise themselves in the eyes of their pupils. The Hindu paper, The Tribune of Lahore, could not tolerate to publish even such an innocent advice from the lips of a Muslim Vice-Chancellor, who pointed out to them to take to modern methods for the teaching of their religious language.

It was during his first term as Vice-Chancellor, too, that he received an anonymous letter from a certain school situated in the uphills, saying that every year, when the son of a certain influential person of the locality failed to pass the Matriculation Examination, the Headmaster of the school, obliged the father by reducing the age of the boy, in the school records, in the same proportion. Mian Sahib sent one of his Assistants to find out the facts. On his return the Assistant reported that the school clerk was right in his accusation. After a little time Mian Sahib talked about the matter to an important British officer. The officer, on hearing the story said, "Such a good fellow must serve in one of our Embassies !"

## CHAPTER 4

# HIS WORK WITH THE PUBLIC SERVICE COMMISSION AND OTHER ASSIGNMENTS

After his retirement as Vice-Chancellor, his services were first claimed by[1] the Government of Bengal as Agricultural Advisor and the Government of India later appointed him as a member of the Bengal Famine Commission. The latter was a very onerous job. The British and Hindu members of the Commission had secretly joined hands to cast serious aspersion on the Muslim League Ministry of Khawaja Nazim-ud-Din and bring the Muslim League into disrepute for having failed to see in advance that a famine was threatening and to effectively cope with it when the famine was raging. Mian Afzal Husain rose to new heights and, by writing the note of dissent on the report, proved to the world that his colleagues were biased against the Muslim League'.

'After signing the Report of the Famine Commission, Mian Husain was appointed first as a Member (1945–47) and then as Chairman of the Punjab and N. W. F. P. Public Service Commission (1947-48). The Government of Pakistan at once recognised his sterling qualities of head and heart and, in 1948, appointed him Chairman of the Central Public Service Commission, from where he retired in 1952. Many a public administrator today will recall the dignity and absolute fairness of the Public Service Commission which selected him to his post when Mian Afzal Husain was the Chairman. Here again, the writer can recall innumerable instances when Mian Afzal Husain came in conflict with the bureaucracy, because he would not deviate from the path of rectitude in the discharge

1. From an article by Mr. Muhammad Afzal Retired Agricultural Development Commissioner, Government of Pakistan.



Khawaja Nazim-ud-Din, the then Governor General of Pakistan, with Mian Afzal Husain and other Chairmen of Public Service Commissions of the various Provinces of Pakistan in 1949.

of his duties. Expediency required that the depleted cadres of different services in the first few years of the emergence of Pakistan should be filled in at once. Mian Sahib had different ideas. He would not be a party to lowering the standards. and he resisted attempts made by the highups for political patronage. He maintained the highest standard of impartiality and independence, for which he was justly famous.'

As Chairman of the Public Service Commission, he set his aim very high in the selection of candidates for the various posts. With the result, that aspirants for service to the various departments of the government worked laboriously, knowing fully well that it required plenty of grit, intelligence, general knowledge, besides expert knowledge in the particular profession, which they wished to adopt, that would satisfy him.

I met a graduate of veterinary science who was selected by the Public Service Commission for the post of a Research Assistant in one of the sera manufacturing laboratories of this country. He said to me that Mian Sahib put me many searching questions in connection with the diseases of the farm animals, and I particularly remember, his one question pertaining to Zoology : "Do you not think that our knowledge about reproduction in paramecium—a unicellular animal—is not satisfactory ?

He became the Vice Chancellor of the University again in 1954 and continued upto 1958. He also shouldered the responsibility of Chairmanship of the Pakistan Sugar Commission in 1957-58. He took very active interest in the Scientific Review Committee appointed by the President of Pakistan in 1965. In the same year, he was appointed as Chairman of the Council of Agricultural Research. He remained Chairman of this Council for about four years.

## CHAPTER 5

# MIAN AFZAL HUSAIN AGAIN AS VICE-CHANCELLOR (1954—1958)

From 1954 to 1958, Mian Afzal Husain was, again appointed, as Vice-Chancellor of the Punjab Uuiversity, whose affairs he had successfully managed during the British period. This was considered as a right step by many educationists—and indeed it proved so.

In the year 1957, he became a member of the Education Committee, which under the chairmanship of Mr. S. M. Sharif, the then Director of Public Instruction, Punjab, drew up syllabuses for various classes. This was the first major step to improve educational standards in the country.

In December, 1957, he arranged an Islamic Colloquium at Lahore. He invited many Muslim scholars of Islam as well as many experts of international fame, interested in the political, social and cultural life of Islam. The colloquium received a good deal of attraction and he had to work very hard to make it a success. An Assistant in the University told me that Mian Sahib worked for thirteen to fourteen hours in his office to attend to the work which he almost performed single handed.

During that period perhaps his greatest reform for the benefit of students was his order, whereby a student could improve his division, without losing the value of his previous certificate.

He introduced many reforms in the administration and organization of the University. Some of these were much resented and he was made the target of much criticism. The study period for B.A. and B.Sc. classes was increased by one



Mian Afzal Husain at a dinner, after the Foundation-stone laying ceremony of the Punjab University New Campus, Lahore in 1957, by Maj. Gen. Iskander Mirza, the then President of Pakistan.



Mian Afzal Husain at the Book Exhibition Ceremony, Punjab University Hall, Lahore.

year. He also introduced an additional subject of study for these classes, thus increasing the study subjects from three to four. This was much resented by many students. So the Government, after some time, cancelled the order. It will, however, be of interest to note that, after some time, it was noted that the practice of four subjects for the degree classes had been adopted in India and was in vogue in foreign universities also. So the order was re-promulgated soon after his retirement.

Finding that students did not attend to their studies regularly and diligently, he suggested that the semester system should be introduced in the educational institutions. This was also resented by many students and some teachers also. The Government had to set aside his this suggestion also. But it may be pointed out that he had much advanced ideas on education. The semester system has been re-introduced since 1975.

The birth of Pakistan was accompanied by a great deal of blood-shed. The entire Muslim population of the east Punjab had to flee to west Punjab. Muslims from Delhi, Agra, Jaipur, and many other Indian cities and States had to run for their very life and found shelter in west Punjab and other provinces of Pakistan. These people came to their new home and had to face many problems, incidental to the life of emigrants. As time passed the problems of school children and college boys in these areas did not come to an end so quickly, but, on the other hand many complex problems cropped up in the sphere of education, due to their displacement and economic disablities. In the wake of it, many people were moved to unusual heights to grow rich over night. Corruption on a very extensive scale, it is said, began to take root. Many sections of the Uuiversity, it is said, also began to be affected by the current notions. One clerk of the University embarked upon the unholy mission of providing forged certificates to unscrupulous students and parents. But the quick eye of Mian Afzal Husain soon detected the culprit and the case was handed over to the police and the man was convicted.

One retired official of the University told me that he was a

great believer in the cooperation which the various members of the staff of an institution must extend to one another for the smooth running of that institution. It was for this reason that he had implicit faith in his friends who showed their willingness to cooperate with him.

As a result of this, some people hastily concluded that, at times, he exhibited a partisan spirit. This feeling found obsession with some members of his staff towards his last term as Vice-Chancellor of the Punjab University. Some of his subordinates began to feel that he was over-strict in dealing with irregularities, malpractices and slackness in work. He took pains to set matters right. He observed the working of the mind of some of his subordinates thus :—

"During the post-Independence period, I earned the displeasure of an "active" group, and of the several methods they employed to shatter my self-confidence, one was the anonymous letters broadcast and copies sent to me. Some were threatening, some abusive. I was told that if Liaquat Ali Khan could be shot, how could I escape? When they found that such threats and abuses produced no result, a very nasty letter was addressed to my wife. Luckily she had opened it, but had not read it, when I discovered it. I passed it on to the Chancellor, through the Education secretary.

Although most of these letters were virulent, and very cleverly drafted, stating certain facts and building an entirely false story round them to implicate me, there was one person who wrote commendatory letters."[1]

During his second term as Vice-Chancellor he felt much worried at the high percentage of failures at all levels in the public examinations. He made a thorough study of the problem and came to the conclusion that students joined colleges without caring for their aptitudes towards particular subjects, which they wished to study at the college or the University level. He,

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1. Taken from an Article, in "The Sentinel"—a defunct Police Journal published from Lahore.

therefore, came to the conclusion that only right type of students should be admitted for tough subjects, requiring diligence and intelligence. A lot of agitation found its way in the Press against him and he was accused of discouraging education. A cartoon representing him appeared in the 'Pakistan Times' of Lahore, depicting him as an old man wearing coloured glasses. He was accused of rationing education in the country. He wrote to the Pakistan Times:-

The 'Scientific' Outlook

Your cartoon of me, published in your issue of November 15, 1957 under the caption, "The 'Scientific' Outlook", has amused me immensely.

As it happens, I have never used tinted glasses, not even to guard against the glare of the May-June sun. A scientific worker learns to look at things as they really are. For this purpose he may have to use a microscope or a telescope. He weighs and measures things accurately : he may have to use a balance that weighs in micro-milligrammes, and he may employ with the scale measures that are true to micromillimeters.

Will you permit me a comparision ? On the same page on which you published this interesting cartoon, and accused me of looking at things through dark glasses, you published, under the caption, "Oriental Conference", a letter from one Mr. Nizam-ud-Din. This letter states that the person sent at the Punjab University expense, to the Oriental Conference held at Munich in August last "neither attended the Conference at Munich nor made any contribution to it in any other way". Mr. Nizam-ud-Din continues, "The Vice-Chancellor of the Punjab University owes an explanation to the public in this connection,"

Did you, Mr. Editor, take even the ordinary precaution of finding out whether Mr. Nizam-ud-Din's statement was correct? If not, will it not be justifiable to arrive at the conclusion —without the tinted glasses—"This equally looks dark to me"?

I thank you for your courtesy.

M. Afzal Husain.
Lahore.

Evidently by suggesting that only intelligent students should study tough subjects he had committed no sin of ethics but given his opinion as an expert on education. In fact, it made him very sad that the hard earned money of many a parent was wasted by a son who simply lazied away at college, remaining disinterested in his assignments and books, but spent much of his time in attending concerts, frequenting picture houses or visiting other places of entertainment and not attending to his class room lectures. He did not like—'halfbaked products'—as he called them, to leave the portals of the University and prove misfits in the day to day work entrusted to them.

Mian Afzal Husain played an important role to get the educational policies of the government implemented, particularly, in the sphere of higher education. He had a vast experience of education and the various activities connected with this important subject. He believed that the most important function of a university was to impart sound education to its youth, which may help them to become useful citizens of the state. He also emphasized that, to live sucessfully in the modern world, it was necessary to study science and technology. It was for this he urged that science laboratories should be well-equipped with apparatus and chemicals and that they should also be staffed by teachers who are themselves highly educated and imbued with a keen desire to impart education to their students.

He often quoted the dictum of the great French scientist Louis Pasteur about the importance of laboratories and the necessity of up-keeping them : "Take interest I implore you in the sacred dwellings which one designates by the expressive term : laboratories.

Demand that they are multiplied, that they are adorned. These are the temples, the future temples of well-being and of happiness. There it is that humanity grows greater, stronger, better".

One of his important views about education was that it was the primary duty of a student to study diligently and also work in the laboratory. He often remarked that the span of human life in this part of the country was short and efforts should be made to utilise it in a very creditable manner. He very much wished that in the sphere of education, at least, educational standards should not be allowed to go down.

As the Partition came on, the problem of the change of the medium of instruction, from English to the national languages began to worry the educationists of Pakistan very much. Even before the Partition, many people in India had begun to agitate that the English medium of instruction should be replaced by the national languages. One such advocate was Maulvi Abdul Haque, popularly known as 'Ba-ba-i-Urdu', 'The Father of Urdu'. His argument was that countries like Japan, China, Turkey, Iran, etc. employ their national languages as the medium of instruction in their countries. But the English were not convinced. So English remained the medium of teaching from the Matriculation to the University level right upto the day they left the country. As the Partition took place, there was boundless enthusiasm in every sphere of activity in the country. Hardly a year had passed when it was ordered that the national languages shall be the medium of instruction at the school level. Even the appearance of translated books was not allowed to wait.

At this stage it must be pointed out that, thanks mostly to the efforts of Mian Afzal Husain, the order was not allowed to cross beyond the Matriculation stage. He was able to persuade the college professors that the teaching of science, research work and technology could not be carried on without the medium of English. This stand of Mian Afzal Husain created much bad blood, as many of his contemporaries did not agree with him on this point. The editor of an important Urdu Magazine who had volcanic enthusiasm for Urdu after having visited Mian Sahib in his office to get the order passed for the change of medium of instruction, but having received no favour-

able reply for such an immediate change, thus eased his mind before a friend : The Editor. "What a pity ! An illiterate person has been appointed as Vice-Chancellor of the Punjab University".

His friend, "Why so ? He is an M.Sc".

The Editor, "Yes, an M.Sc. But of insects and moths— of no consequence. He is deadly against Urdu. He does not want it to be used as the medium of instruction in our colleges. He is all for English". Evidently no comment is necessary for such effusions.

About the year 1954, it was noticed that due to the change of medium of instruction at the Matriculation stage the pass percentage at the Intermediate level had fallen sharply, in the science subjects and English too. Mian Afzal Husain suggested that the reverse gear should be applied. But it is said, that some of the big Publishers employed concerted efforts through their teacher and professor authors to counter the move, as they argued, that such a step would ruin their book trade, if the process was reversed.

Many clever people started English medium schools in big cities, evidently to help students, so that they may suffer no language difficulties at the college stage. But they charged exorbitant fees for such a kindly help. This is exactly what Mian Afzal Husain wanted to avoid.

It must be stated, however, to the credit of Mian Afzal Husain, that his view was largely accepted as far as the teaching of science subjects at the college level was concerned. This was due to the fact that many highly placed officers considered him as an authority on education and educational problems.

He had many Hindu friends from some ancient families of the Punjab. One such family was that of Raja Narindra Nath, President of Hindu Mahasaba, at the time of the Partition. A relative of his wished that a Chair, at the Punjab University, be instituted to commemorate him. Mian Sahib wrote to him that the matter could only be considered, if a similar step was taken

at the Chandigarh University to institute a Chair in the name of a Muslim personality of the status of Raja Narindra Nath.

In 1970, when Air Marshal (Retd.) Nur Khan was Governor of the Punjab, many people began to think that the medium of instruction was going to be changed from English into the national languages. By chance I happened to visit Mian Sahib and said to him. "Mian Sahib, I hear a lot of noise in the newspapers that the medium of instruction is going to be changed". He said, "Government recently called a meeting of important educationists to consider this issue. Chaudhri Muhammad Ali of Peshawar University and myself were also invited to the meeting. We gave our opinion against this move. The Government has accepted our opinion and so the matter has been dropped".

As a result of this policy projected by him many people have succeeded in finding lucrative jobs in foreign lands all over the world. Many doctors, engineers, research scholars and teachers indeed feel thankful to him as they work outside their country and earn so handsomely. Thus his advocacy of this policy has saved this country from the total economic chaos which might have resulted, if the medium of instruction had been changed, so abruptly, in favour of the national languages. These people are also helping the mother country by sending large amounts of foreign exchange as financial support to their kith and kin.

CHAPTER 6

# SOME FACTS ABOUT HIS LAST DAYS

One notable fact about Mian Afzal Husain was that he never rested on his oars. He spent a very active and purposeful life.

Towards the last days of his life he often helped youngmen who were unemployed. Also he helped many youngmen, who for one reason or the other, could not get admission in colleges. Once he was requested to help an orphan whose father had served in the World War II. He wanted to seek admission to a professional college. The pathetic story of the boy moved him very much and he wrote to the Principal that, but for his convalescence (1966), he would have personally come to him for the request.

Many young prospective lecturers in the Education Department often requested him for employment and, if he found a deserving case, he generally recommended him for employment.

He exhibited keen interest in the food problems of the country. To fight the shortage of proteins in the country, he suggested that fish culture should be taken up on a large scale. To alleviate hunger still further, he wished that the sweet potato—'shaker kandi'—should be cultivated extensively to feed the teeming millions. He pointed out that its yield per acre was much beyond the average yield of any other crop. He was also interested in the cultivation of the trees of the citrus family and wished that there should be a large number of fruit gardens in this country as their fruit was very useful for making cold drinks in a hot country like ours.

In the spring of the year 1962 he visited India and was very much impressed by the progress of that country in

agriculture. He saw, as he entered the district of Amritsar, farmers engaged in thrashing their wheat with the help of small thrashers.

On his return from that country he wrote a very persuasive letter in the columns of the Pakistan Times, Lahore, to draw the attention of the farmers of this country to bring into their service wheat thrashers to help them to harvest their wheat crop speedily and conveniently.

He had unbounded love for the welfare of the agriculturists of this country. Incidenally it may be pointed out that his suggestion is being implemented now.

In his habits, I never found him fussy. He always did things in a quiet way and always used as few words as he could during his conversation. He never gave the impression to any one that he was conscious of his vast learning or gave any one the feeling that his demeanour was haughty or aggressive. In fact those who came in contact with him left him with the feeling that he had been very considerate and attentive to them.

One of his pet themes was to move the authorities to set up science museums in Lahore and other big cities for the benefit of students and others interested in the subject.

Research in science and technology remained the most important pre-occupation of his life. He very much wished that Pakistan should become a leading country in scientific research. With that end in view, he attended all those conferences whose object was to take up and further the cause of science and technology in this country. It was only a few days before his death that he had attended a conference at the Lahore Atomic Energy Centre.

In the last days of his life, he felt much worried at the growing unemployment in the country. He said to me, "I wonder how it can be removed without concerted and scientific efforts by the Government".

In 1966, Mian Afzal Husain was taken ill with a liver trouble. The doctors decided that an operation of the liver was necessary to remove gall-stones. His son-in-law Dr. Col. M. H. Shah was present at the operation table as the operation was being performed. He remained at the Albert Victor Ward of Mayo Hospital, Lahore, for about a month. The operation was successful and it gave him the desired relief.

He propagated the idea that decimal coinage and decimal system of weights and measures should be introduced in the country. He, however, did not wish that the standard paisa, then current, should be debased as he foresaw the difficulties in introducing the new Paisa. Perhaps his intelligent vision could conjure up the hagglings in the buses and on the counters of shops which this change was to bring about.

Mian Afzal Husain very much wished that there should be cent percent literacy in the country. He pleaded that the Roman alphabet should be employed to achieve this end. He was of the opinion that the Arabic alphabet with its many variants was not suitable to achieve quick literacy in the country. The case of Turkey and many other countries which had adopted the Roman script to achieve this end was before him. He, however, met a storm of criticism as he gave vent to these ideas. He had studied this problem very minutely. However, in the face of many unfavourable opinions expressed by some of his contemporaries, to appease them, he suggested that the experiment should be performed on a selected number of students and then the decision should be made to adopt or reject the scheme. His sudden death, however, did not enable him to persuade the authorities to take such a step. But it must be pointed out to his credit that the echoes of the Roman script have not completely died away with his death. It may be further pointed that in view of new methods discovered to teach Urdu quickly, it is just possible that he may have changed his views. He was very amenable to reason.



Mian Afzal Husain being introduced to H.R.H. Prince Philip, Duke of Edinburgh during his visit to Lahore in 1964. Field Marshal Muhammad Ayub Khan, the then President of Pakistan is also present.

Before the Partition perhaps the best known science magazine for school children was the "Raushni". It was edited under the management of the Society for the Promotion of Scientific Knowledge and it had its very imposing building in Lahore, where lectures were also delivered on scientific topics on many occasions.

After the Partition this building went into the possession of some people and the magazine went out of publication due to the migration of its Hindu editor. When Mian Afzal Husain came to know of it he moved the Lahore High Court to get the building restored to its former usage. A long drawn litigation resulted. Mian Sahib got the Magazine restarted under his patronage. Mr. Abdur Rashid Tabassum, a noted journalist, was appointed, as its editor. But after some time due to the paucity of funds its publication was stopped.

Towards the last days of his life Mian Afzal Husain made a move to revive the Alumni Association of the Punjab University. The Syndicate of the University gave its approval to his scheme. Mian Afzal Husain contributed a handsome sum from his own pocket to the Alumni Fund. Many old boys of the University also contributed to the fund. It, however, appeared after some time that the total contributions required clarification. As a result of this a lot of correspondence appeared in the Press, which was mostly initiated by Pir Amanat Ullah Shah, Ex-Principal, Government College, Jhelum. Due to this correspondence it was pointed out by the University that Rs. 34,725 were with the University and that the amount was too meagre for the construction of an Alumni House which Mian Sahib wanted to get constructed at the New Campus, Lahore, on the pattern of Alumni houses at the Campuses of English Universities.

Mian Afzal Husain often wrote letters to the Press to draw the attention of the authorities to repair or renovate ancient mounments, in some cases, or on some other topics.

He wrote about the canopy which once housed the statue

of Queen Victoria on the Mall, (now called Shahrah-i-Quaid-i-Azam), Lahore.

It is interesting to note that before the commencement of the second Islamic Summit Conference, in 1974, at Lahore, the canopy of the Queen was renovated nicely.

There is a mounment called Chauburji, which at once strikes the imagination of a new visitor to Lahore as he enters the city. In fact it was a gateway to a garden, now non-existent, built by a Mughal princess, Zaib-un-Nisa. One of its minarets was destroyed by lightning. Mian Afzal Husain wished that the fallen minaret should be replaced. In this case also the Archaeological Department has taken up the reconstruction of the minaret.

Mian Afzal Husain very much appreciated the good deed of Sir Sikander Hayat Khan in prevailing upon the Punjab Government to take up the renovation work of the Mosque built by the Emperor Aurangzeb in Lahore and popularly called by the people the Badshahi Mosque. A good many years after the death of Sir Sikandar he pleaded in the Press for the construction of a monument over his grave. He wrote in a letter to the Press :—

## IN THE NAME OF GRATITUDE

Your correspondent, very properly, recalled that it was through the foresight, piety and initiative of Sir Sikander Hayat Khan, the then Premier of the Punjab, that this great mosque has been restored to its original glory, or one may go further and even say, its enhanced glory, with such modern facilities as constant supply of water, electric lights and fans, and loud-speakers.

It would have been easier to make a comparison of what was and what is, and appreciate more fully what has been achieved, if side by side some photographs had been reproduced of the mosque before renovation and after renovation. The fact that twenty long years' continuous work has produced

what we see today is a measure of what has been achieved and what was in Sir Sikander's mind when he took the first step. Some of your readers will recall the four corner minarets, with the top stories missing and their marble domes non-existent, the magnificent entrance gate with its decorations in ruins, and the steps leading to it broken. Sir Sikander's initiative saved this glorious monument for the people of Lahore.

Sir Sikander, unfortunately, did not live to see the results of his noble action. The people did at the time appreciate his great service, and carried his body for its final repose to the Badshahi Mosque. This was a befitting tribute.

It is sometimes stated, perhaps with a degree of bitter truth, that our people's enthusiasm is short-lived. It may be that at the time it was contemplated that a suitable tomb would be erected. However, the earthly remains of this benefactor lie in a simple grave.

Every visitor to Lahore is taken to the Badshahi Mosque. It is through the Eastern Gate that the visitors enter the mosque. On the left is the tomb of Iqbal, our great poet and preceptor. On the right is the grave of Sikander. The inquisitive visitors naturally ask questions ; and when they learn that the simple grave is that of the man who initiated the renovation of this great mosque, they think of the people among whom such a person lived and for whom he worked. Will not some of them think : "Why have not these people expressed their gratitude to their benefactor in a befitting manner ?"

Now that the work of renovation of this great Moghul monument has been completed, may one suggest that attention be diverted towards Sir Sikander's grave and a tomb, in keeping with the dignity of the Badshahi Mosque and in harmony with the tomb of Iqbal be erected. Thus will it be possible to express gratitude to one who saved this priceless monument for us and for generations to come. Yours, etc.,

M. AFZAL HUSAIN

## CHAPTER 7

# SOME FACTS ABOUT HIS DOMESTIC LIFE

What strikes one most about Mian Afzal Husain's domestic life is the fact that he was a very religious person. Notwithstanding the fact that he had spent the most impressionable period of his life among people, who belonged to the nineteenth century, — a century in which many intellectuals put the greatest premimum on atheism, agnosticism, scepticism and kindred creeds which were, doubtlessly, the result of many spectacular advancements in science made by man in a short space of a few decades—but he remained a very orthodox Muslim all his life. One day, at Peshawar, while on a visit to attend a certain marriage ceremony, he heard a Muazzen's call to prayer. He said to his son-in-law, Chaudhri Ihsan-ur-Rehman, who was accompanying him at that time, "Let us go to the mosque and pray there". Some body pointed to him that the mosque was rather far off. But he said, "It will make no difference, let us go and pray there".

In the year 1950, Mian Afzal Husain went on the pilgrimage to Mecca and Medina — the two most holy cities of the Muslim World. He returned to Pakistan and had a surprise for his relatives and friends. It appears that during the pilgrimage he decided that he would henceforth go bearded. So when he returned from Arabia they saw him wearing a beard—thus adding enhanced dignity to his face.

Mian Sahib loved his children very warmly. I met a learned Professor who was also a friend of Mian Sahib. He made this casual remark about the affection and attachment which he had for his children, "I wonder if Mian Sahib loved anybody else beyond his one son, four daughters and four

sons-in-law". A nephew of Mian Sahib told me that he was very kind to his daughters and gave each of them a nice house to live in. Mian Sahib was deeply attached to his wife also. A book seller of Lahore, who is also an important publisher has narrated to me this interesting anecdote : "One day Mian Afzal Husain visited our shop. On that day his wife was also accompanying him. His wife selected two books which she wished to purchase——one was a picture book for children, a foreign publication, the other was on some religious topic. The price of the books was about Rs. 80/-. It appeared that Mian Sahib did not want to purchase the books, for some reason, but his wife wished to buy them. So he said to me in the ear. Since she wishes to buy them, so please let her have them. He continued, Mian Sahib showed great deference to the wishes of his wife and I remember this story even to this day".

One hot summer day I said to him, "Mian Sahib, why do you not go to your Abbotabad house now to spend your summer there? He calmly replied, "I do not find suitable servants to keep house for me there." I was astonished to receive such a reply as I was under the impression that the servant problem had not raised its head in our country as it has done in other lands.

Mian Sahib belonged to a family interested in horses. In fact all big families before the advent of the English kept horses for a number of purposes. Also perhaps being a Zoologist he had much attraction for the equine race. So as a young man he could be seen once or twice a year on the race track.

He was intensely patriotic. One day a person brought a subscription book for the benefit of Kashmir Libration Movement. He first took out two ten-rupee currency notes and then another ten rupee note from the other pocket of his purse and handing them over to the man said, "Please tell your President that I will send him more money in the first week of the next month. Also tell him to carry on the struggle for the freedom of Kashmir."

One day I saw a number of desert plants in the verandah of Mian Sahib. Some were in earthen pots, some in wooden boxes and some in wicker baskets. On my next visit I found that the number of plants had increased and so also the containers. They were quite a number of them, in fact almost all species of the cactus family. At the end of my talk I said to him, "Mian Sahib, you have collected so many varieties of desert plants, why is it so" ? He replied, "One of my sons[1] is interested in Botany and particularly in desert plants". At once, I realised that a better method of teaching about desert plants could not be employed. He remained a Professor of science all his life.

One day Mian Sahib was ill. He was suffering from an attack of influenza. I said to him, "Mian Sahib, please take......it is a German medicine and very effective against influenza". But Mian Sahib said to me, "Master Sahib ! worry not on this account, I take my medicine regularly from my physician".

Mian Sahib had a separate study room. I think very few people had access to that room as he received his guests in his drawing room. He had his books in the shelves. After some time he put more racks in his room to contain more books. He kept his books in a very methodical manner and had a desk which contained reference cards giving the number and description of the books. He also kept a record of most of his articles he wrote to the Press. In some cases he had many spare copies of his articles. One day I said to Mian Sahib (March 1970), "Mian Sahib, you should please write your biography". He said to me. "Yes, I am working on it". After some days he showed me a few typed pages also.

Mian Sahib had a large circle of friends. They often came to visit him. I think the foremost among them were College Professors, who also brought sometimes their publications to present him or for review. Sometimes judges, important officers of the Civil Services and some foreigners

1. He evidently meant—a grandson.

also visited him. He was also much wanted by the gentry of Lahore on the marriage ceremony of their children probably to seek his blessings for the couples.

The writer thinks that Mian Afzal Husain was very thrifty in his habits. One day (1969) he said to me that in view of the rising prices he was, sometimes, tempted to sell his car.

"It costs me Rs. 3C0/- minimally to keep a car". But I said to him "Mian Sahib, please do not sell your car. It is very useful for you". About his house-hold expenses he said to me (early 1970) that he got about Rs. 300/- by way of his pension and spent from Rs. 25C0/- to 2800/- p.m. on his house-hold establishment. I told him that he was fortunate that he had his lands and estate to help him to contribute to his expenses.

I think quite a long period had elapsed, about eleven months, when, now I must admit, most indiscreetly, just referred to the death of his wife as a matter of duty. I said to him, "Mian Sahib, you must be feeling the absence of the respected aunt poignantly". The features of his face underwent a sudden physical change. He heaved a sigh and I could see a drop of tear appear in a corner of his eye. I felt very much ashamed inwardly at having opened up the subject of his Begum Sahib's death with him. I had a mind to carry the talk to a further similar point, but having seen his deep anguish, I changed my mind immediatly and took up a different topic with him.

It was evening (May 1969). I went to see Mian Sahib. After a little while a servant of his passed, in front of, the verandah. He called him by his name and told him to remove a small bunch of grass which looked like a nest in the side pillar of the verandah. The servant said, "Sir, it is a nest". Mian Sahib said, "No matter, remove it". Then the servant said, "Sir, there might be eggs in it". Mian Sahib said, "Eat them and then remove the nest". Then the servant said, "Sir, there might be chicks". Mian Sahib said, "Eat them too, but remove the nest also". Then the man went away and brought a small bamboo stick. He removed the bunch of hay,

Nothing was found in it, no eggs, no chicks. It was late summer and the breeding season for small birds had passed away. As a student of ornithology also, I think, he knew it full well. He, therefore, very authoritatively asked his servant to remove the bunch of hay rather in an angry tone. I never saw him more peevish during my frequent visits to him except on that occasion.

Once I asked him if he had any sleep difficulties which very often trouble people advanced in years. But he said to me, "I sleep normally and only get up an hour before the morning prayer, and after saying it, I, at times, again go to sleep for a little while".

He remained vigilant all his life that unscientific ideas do not become current among the people. Whenever anybody undertook to propagate credulous ideas, he rose to contradict them. One correspondent wrote in a paper expressing his joy that a machine has been invented which hatches eggs in one day. He wrote to the paper that the correspondent had formed a wrong impression about the work of the machine. The machine does not reduce the hatching period. It only supplies heat which was formerly supplied by the mother hen. He also suggested to the paper to employ a man of science who could check such statements before they are published.

Once a Hakeem (native physician) wrote in a paper that to get beautiful babies pictures of beautiful men and women should be kept in the room of the pregnant woman. He wrote to the paper, "What a simple and easy method of getting beautiful babies ! All that you have to do is to hang up pictures of Rita Hayworth and other good looking stars" ! 'Evidently he exposed the stupendous ignorance of the Hakeem about the science of eugenics.

## CHAPTEB 8

# HIS DEATH

On November 1, 1970, Mian Afzal Husain got up as usual to offer his morning prayer when he developed heart trouble. A heart specialist was sent for who advised complete rest. In the evening his condition further deteriorated and at 8 p.m. he breathed his last. Thus ended the career of one of the most remarkable men in the history of Indo-Pakistan, 'a great scientist, an illustrious educationist, a good administrator and a great humanist'.

He was buried in the Shadman Colony Graveyard, at Lahore, beside the graves of his wife and his son-in-law, Dr. Hasan Raza.

His funeral prayer was attended by the elite of Lahore, including Lt. General Atique-ur-Rahman, the then Governor of the Punjab. Mr. A.R. Carnelius, then Law Member of the Government of Pakistan, was also present at his funeral.

His son Mian Arshad Husain received a large number of messages of condolence from educational institutions, outstanding were those passed by the students of the Agriculture University, Lyallpur, under the Chairmanship of the Vice-Chancellor of the University and his staff. The students of the Punjab University also held a meeting and passed a resolution of their grief under the Vice-Chancellor and his colleagues. The students of the Government College, Lahore, also sent a message of condolence through their Principal and his colleagues. Besides this, Principals, their staffs and students of other colleges also sent their messages of sympathy.

The Pakistan Times, Lahore, editorially commented upon his life work and described him as a great Vice-Chancellor. All other Dailies of Lahore also wrote their notes of grief at his death.

# THEY KNEW MIAN AFZAL HUSAIN

BY

# EMINENT SCIENTISTS AND SCHOLARS

## CHAPTER 9

### *I*

PROF. DR. ABDUS SALAM
Director, International Centre for
Theoretical Physics, Trieste, Italy

27 April, 1976

Dear Shaikh Sahib,

Thank you for your letter of 3 April.

I am very pleased to write a few words about the very great man whose biography you are writing.

My first contact with Mian Afzal Husain was in May 1940. At that time the Matriculation examination for the whole province of the Punjab was conducted by the University at Lahore, of which Mian Afzal Husain was Vice-Chancellor. The great competition used to be among schools and colleges in capturing the first place in the province from among some 30,000 examinees. Since these were pre-partition days there were three communities (Hindus, Sikhs and Muslims) with their denominational schools and their intense competition. I appeared for this examination from the Government College, Jhang. After the results were out I received a formal letter from the Vice-Chancellor giving me his congratulations on securing the coveted place. Enclosed with this formal letter there was another more personal one, written in Mian Sahib's beautiful Urdu handwriting, saying that he was thrilled that after many years he had the happiness of congratulating a Muslim, and that he would genuinely wish to help me in deciding on the right subjects in my future studies. My father replied to him asking if he could advise what the best academic subjects would be for a young man who wished to prepare himself for entry into

what at that time was the most desirable profession in the country—the Indian Civil Service. On Mian Sahib's advice I opted for mathematics and physics.

That was my first introduction to Mian Sahib.

In 1948 he was the Chairman of a commission before which I presented myself for the award of a scholarship for studies abroad. This scholarship made it possible for me to join the University of Cambridge and study mathematics and physics there. I returned from Cambridge in June 1949 after an undergraduate course in these subjects. Mian Sahib was at that time Chairman of the Public Service Commission. This was the body which selected candidates for Pakistan's Administrative Service, the successor of the Indian Civil Service. As soon as I landed in Karachi, I went to call on him at his house. Remembering the advice I had sought from him about how to prepare for the Indian Civil Service Examination, he naturally assumed that I wished to talk to him about my prospects of joining the Pakistan Administrative Service. When I told him I had no such desire and that instead I wished to go back to Cambridge and undertake a research career in physics, he was absolutely delighted. He said "I would have been greatly disappointed if you had wished to enter the Administrative Service." He spoke then of his own career which had oscillated between periods of scientific research and administrative assignments. He talked of the great regret with which he looked upon his inability to continue doing full time scientific work in his cherished field of biological research. With his encouragement I returned to Cambridge. Mian Sahib undertook to write to my father, telling him not to be disappointed in my decision. Subsequent to this, I kept hearing from him from time to time, and also of course seeing him at his residence on Lawrence Road in Lahore. Nothing pleased him more than hearing of new work in physics and mathematics.

Just before his death, I received a letter from him urging me to contribute towards the new campus of the University of

Lahore. He had the deepest love for educational institutions and the profoundest feeling for stable institution-building. His dictum was that nations are as stable as the institutions they build. To me it was a marvel, how a man no longer very young—devoted every ounce of his energy for public causes. In many ways he was himself an institution the like of which simply does not exist any more. As you quite aptly say, he was a great scientist, a great educationist and a very great human being.

With kindest regards,

Yours sincerely,
Abdus Salam

Mr. Sh. Abdul Hamid
10—Mian Said Colony
Wahdat Road
Lahore, Pakistan

## *II*

## MR· MILNE,
### Retired Director of Agriculture, Punjab

Richmond House, 40 Rue de la Concorde,
Brussels, 11.11.38

My dear Mian Sahib,

My wife and I were delighted to see from the "Weekly Statesman", dated 20-10-38, which has just come to hand, that you have been appointed Vice-Chancellor of the Punjab University. Please accept our heartiest congratulations and best wishes for your success in this very important position.

For just a moment I felt a pang of regret that the Agricultural Department was losing one who had done and was doing so much for the well-being of the Punjab farmers, specially in connection with agricultural education and scientific research. But I found consolation in remembering that in your new position you will now be the Officer-in-Chief directing and guiding the education of the whole population of the province, and that agricultural education and research will still be within your sphere. Also in that position your knowledge of fundamental importance, to the Province of a prosperous and contented peasantry, will insure that the problems of Punjab farmers will always have your sympathetic attention.

On reflection I feel sure that you will be a success as Vice-Chancellor. You have had an education at one of the best universities in the world ; you have travelled in other lands, and have seen the ways of other peoples and you have used your knowledge to such purpose that long before I left the Punjab you had raised your special section of the Agricultural College from one of insignificance to one of world wide reputation, also you have taken exceptionally keen interest in the Punjab University for many years, and as it is in the land

of your birth, you are intimately acquainted with the ways and needs of the people for whom you will have to provide an education fitting them to take their place in a world of incessant change owing to scientific progress.

To have attained the success which you have in your scientific researches, one must not only be a seeker after facts and truths but one must have the honesty and width of mind to recognise these, and act on them, whether they agree with one's own previous theories or not. These are no ordinary efforts and are the foundations of that sound judgement and wise toleration which led to your success as Principal of the Agricultural College and Researcher of Lyallpur.

As Leader of Education in the Province you will find far more scope for your talent and I congratulate you, and the province on your appointment.

At this time when you have just left the Agricultural Department I would also like to thank you for your ever-ready cooperation and help, given to me while I was Director of Agriculture in the Punjab, and which contributed so much to the success which the Department attained during my time as its Head.

Again all good wishes from us both to you and your family.

Yours Sincerely,

D. Milne

## *III*

DEWAN BAHADUR,
Sir T. Vijyarughavacharya,
K. B. E.,
Formerly Vice-Chairman
of the Imperial Council of
Agricultural Research

M. Afzal Husain has asked me to write a foreward to the special number of the Punjab Agricultural College Magazine on cotton which the College is bringing out. I have great pleasure in complying with this demand for two reasons. The first is the pride and interest I take in Mr. Afzal Husain personally. He was associated with me in his work under the Imperial Council of Agricultural Research, and I have learnt to respect him for his scientific integrity and research.

## IV

# PROF. HAMID AHMAD KHAN

Ex. Vice-Chancellor,
University of the Punjab,
LAHORE.

I knew the late Mian Afzal Husain as a man of principle who held firmly to his convictions and whose strength of character was equal, if not superior, to the onslaughts of his many adversaries. This I had known long before I met him, but when I did at last meet him, I made the pleasant discovery that he was not only a strong man but an extremely meticulous person even in small matters which are usually overlooked by busy administrators. This dates back, I believe, to 1955 or 1956. The Vice-Chancellor (Mian Afzal Husain) was to preside over an inter-collegiate debate being held in the Y. M. C. A. Hall. My Principal (I was then Professor of English at Islamia College) had desired that two speakers be chosen to represent our College in this debate. Two young men were chosen by me, but I discovered on the day following the debate that one of them had absented himself from the function. I thought that this was a discourtesy to the Vice-Chancellor and that an apology was due to him. Accordingly, I drafted a letter for my Principal, which expressed his regrets at the unexpected absence of one of our two speakers. Promptly came back a very gracious reply from Mian Afzal Husain (a reply was not called for, really) in which Mian Sahib observed that he was grateful for the consideration shown by the Principal and that the absence of one of two speakers from Islamia College had not been misunderstood.

Another incident relating to the same period, comes vividly back to my mind. The late Sh. Ata Ullah, Principal of Islamia

College, Chiniot, organised a Shibli Day function, and the Vice-Chancellor accepted the invitation to preside over it. I happened to be one of a small party from Lahore who were likewise invited to come to Chiniot and attend this function. All of us travelled by road, the Vice-Chancellor driving his own car. After the first session was over, we went to the big mosque in the city to say our prayers. As we were coming out, I suggested to Mian Sahib that he might consider the possibility of somebody else sitting at the steering wheel when we cover the eighty odd miles back to Lahore. Mian Sahib was surprised ; "Why ? What is the occasion?" He was indefatigable (both in body and mind), and refused to concede that strain could be a consideration when work was at hand. He drove back to Lahore the same day.

In 1963, when I was asked to take over as Vice-Chancellor, I was privileged—right up to 1969—to have the benefit of Mian Sahib's mature advice on matters of crucial significance. He willingly served on a number of important committees and never spared himself when the University needed his help. In 1966 we were in some trouble, because the Minister of Education thought that most, if not all, University buildings (the Senate Hall, the University Library, the University Hall, the several teaching departments, etc.) should be handed over to Government College, and that the University should move into the New Campus—lock, stock, and barrel. Unfortunately, only one-sixth of the buildings planned for the University at the new site had been actually put up till then, and I wondered how I would perform the feat of equating $\frac{1}{6}$ with 1. The negotiations dragged on for months. My colleagues and I worked hard at maps, outlines, measurements, calculations, and readjustments, but we could not, of course, achieve the impossible. I knew that the University held this property in trust and could not, in law, be deprived of any one of these buildings. But the Chancellor appeared to be adamant ; and although I plied him with figures and charts and maps, I knew I had still a long way to go. Mian Afzal Husain's advice to me was : Go to a court of law ! I kept this in view as my last resort, but persevered

in trying the less drastic preliminaries of persuasion. Luckily, the threat was suddenly withdrawn in a most unexpected manner. I received word that the Chancellor had cancelled the meeting for the final settlement to which he had summoned me a fortnight earlier.

This is only one instance of how Mian Afzal Husain stood like a rock in moments of stress. But there were less dramatic occasions when his quiet help and wisdom stood me (and the University) in good stead. This unfailing support from him is the more remarkable, considering that he and I disagreed on certain fundamental educational issues, like the place of English in our examinations and the question of medium of instruction. Here was the measure of Mian Sahib's real greatness. In the service of his *alma mater* he worked loyally, brushing aside small, personal considerations. He was, indeed, a truly great man.

## V

## SARDAR BISHAN SINGH SAMUNDRI,
### Vice-Chancellor,
### Guru Nanak Dev University,
### AMRITSAR

My first contact with Mian Afzal Husain was in the year 1930 when I was a student of the F. Sc. Agriculture class at the Khalsa College, Amritsar and taking the University examination in the subject of Agricultural Entomology (Practical) and Mian Sahib happened to be the examiner. Even at that age I was deeply impressed with his personality. I would not be far wrong if I say that it was a case of love at first sight.

I happened to come in more intimate contact with Mian Afzal Husain when I joined the third year B. Sc. (Agri.) class in the same year (1930) at the Panjab Agriculture College, Lyallpur. There, I was a member of the college Hockey XI. Mian Sahib was a great lover of sports. In that very year, the Lyallpur Agriculture College played a University hockey match against the Gordon College, Rawalpindi. It was a tough match and the game remained drawn for three to four days. On the final day, when the game was being hotly contested, I was hit very hard on my left eye-brow when blood spurted out in a jet. But, unmindful of my injury, I continued playing. When Mian Sahib noticed it, he rushed in to my assistance. Close at his heels came the college doctor but without his first-aid kit. I cannot forget the way Mian Sahib thundered at the doctor. However, I was taken out of the play-ground by Mian Sahib and made to sit in his chair. In the meantime, the doctor brought his first-aid kit and dressed my wound. I again, rushed into the play-field. Again, Mian Sahib ran after me

and caught hold of me saying that I was not to play as the wound was serious and that my life was more precious than victory at the hockey match. But I rushed into the playground saying, "Sir, I consider the match more important than my life". The result was that our team beat the Gordon College Team by six goals to one.

Mian Sahib became Principal of the Punjab Agriculture College in April, 1933. He was known to be a strict disciplinarian and a gteat administrator. He was regularity personified but no automation. He had a feeling heart and deep affection for his students. That was a time when communalism was very much in fashion. The first thing which I did on joining the Agriculture College was to organise a band of about 25 students who had earlier been my class-fellows at the Khalsa College Amritsar and who had joined the third year class at the Lyallpur Agriculture College. The majority of them were Sikhs with a fair sprinkling of Hindus and one or two Muslims. We decided among ourselves that our whole conduct was to be governed by the fact that we were fellow-students and that our religion was our personal affair.[1] This spirit permeated the whole college. As far as Mian Sahib and teachers of his ilk were concerned, they loved their students as their own children regardless of their different faiths. Mian Sahib loved all good students those who were good at studies and those who were good at sports. I was not very good at studies but as a sportsman I was among the top rankers. Mian Sahib loved me as his own son. Neither time nor distance has ever dimmed those affectionate memories. Even after the carving out of the two states of India and Pakistan, I continued to receive affectionate letters from him. As I progressed in life, Mian Sahib was thrilled and his joy was as great as could have been my father's. I could continue indefinitely recalling his affection and write a whole chapter. However, before closing, I may be permitted to quote the words I wrote to Mian Arshad

1. This was one of the ideas which found currency among some students of those days. But it proved evanescent. The author.

Husain on the sudden passing away of Mian Sahib in 1970 :

> "Your dear father was like a father to me as well. I feel an orphan as what I am today, it is mostly due to love and kindness that Mian Sahib showered on me when I had the privilege to study at his feet at the Punjab Agriculture College, Lyallpur".

To the last hour of my life, I will never forget the fact that what little I have achieved in life is in no small measure due to the affection and encouragement of Mian Afzal Husain. May his spirit continue to guide the lives of thousands of youngmen who had the great good fortune to come in contact with him ! The mortal frame may perish but the spirit abideth.

VI

## DR. ABDUL LATIF, M.Sc. (Agri.)., M.S., Ph.D.

Retired Director Planning & Evaluation,
Department of Agriculture, Govt.
of West Pakistan and Punjab,
LAHORE

I first met Mian Afzal Husain in 1929 when I sought admission to the Degree course at the Punjab Agricultural College, Lyallpur. He was very helpful in my admission to the College. Eversince, I had the good fortune to be associated with him ; first as a pupil of a distinguished professor and later as a junior colleague of a benefactor.

Mian Sahib was a giant, towering personality, full of determination and confident of his success. He was an exemplary leader whose actions and words had complete harmony. He left his stamp on his associates.

Mian Sahib was an eminent Professor endowed with a zeal to educate the younger generation. He had thorough mastery over his subject and as such he exhibited extraordinary confidence while talking to his students. His love for teaching impelled him to put in long hours preparing illustrations, magic lantern slides, charts and graphs, etc., to elucidate his points. He was indefatigable and worked like a machine for 10 to 14 hours a day. He was keen to equip the laboratories with the latest type of equipment and fine apparatus. He was a source of inspiration and an ideal of many. In view of these qualities he was very popular with his students and enjoyed respect from the student community. He liked to be addressed as "Professor" instead of 'Mian' as a courtesy title.

As a devoted Professor he was responsible for advancing the cause of Agricultural Zoology and Entomology to a principal subject in B. Sc. (Agri.) and promoted its post-graduate studies to M. Sc. and Ph. D. level in the Faculty of Agriculture. This was a landmark in the history of Agricultural Education. This far-sighted measure, in due course of time, produced agricultural scientists who have today revolutionized agriculture and are really responsible for the Green Revolution. Due to his deep interest and undiluted devotion to the cause of Agriculture in general and Entomology in particular, Lyallpur soon became famous for offering advanced courses in Entomology which were later introduced in several other Universities of India. Thus Professor Afzal Husain deservedly earned the name of "Father of Entomology" in India.

In view of the importance of assimilation of relevant foreign literature for post-graduate studies, which is based on research, he laid great emphasis on learning of foreign languages and expected his post-graduate students to acquire working knowledge of French, German and Russian. He succeeded in making one foreign language, besides English, compulsory for M.Sc. (Agri.) students. He arranged evening classes for the teaching of these languages by competent teachers. He considered English as lingua franca and did not deter to advocate its continuation as a medium of instruction in Pakistan. In his opinion change of medium of instruction from English to Urdu, at this critical stage of our development, would retard our progress and this will deaccelerate acquisition of new technology from advanced countries. On account of this, he was dubbed as anti-national in some circles. As a teacher, he was very progressive in his outlook and had many ideas which did not find easy acceptance at that early age. He was the first to propose the adoption of metric system for currency and weights in India.

He was one of the few Indian Scientists known abroad. His researches on locusts, birds, rodents, and insect pests of stored grains, vegetables, fruits, cotton, sugarcane, paddy and

fodder crops afforded immense relief to the farmers, who could by following his recommendations for control of pests, save their crops from the depredations of the un-invited guests. His researches published in India and abroad won him great admiration both from Indian and foreign scientists.

He was appointed the first Indian Principal of the Agriculture College, Lyallpur, in 1933. On assumption of this office he addressed the students and the staff on a subject entitled "SENSE OF PROPORTION". His choice of the subject and method of conveying the sense was so harmonising with the situation that his supremacy as the Head of Institution was recognized by both the staff and students alike.

He was a hard-task master and it was very difficult to come upto his expectations. Flattery did not work with him ; only a person with sterling qualities could catch his eye.

For research work he gave us his motto : Mind three S's. A research worker should have the intelligence of a scholar, toughness of a soldier and character of a saint.

He was very keen on giving thorough training to the students in curricular and extra-curricular activites. He made strenuous efforts to improve the existing hostels and arranged funds for providing new hostels and residential accommodation for the staff. He was also the believer of the dictum "*A sound mind in a sound body*" and as such laid great emphasis on games, UOTC, rifle shooting, swimming and excursion tours. He was a superb administrator and as such he raised the reputation of the College sky-high. His personal sense of proportion raised the confidence of the students, staff, general public and the Government. During the economic recession of 30s, when un-employment faced the graduates of Agriculture, he proposed to the Government that the graduates should be granted two squares of land so that they could develop model farms in the villages and thus become pioneer in demonstrating scientific agriculture in the interior of the country. The proposal was accepted and besides the graduates of Agriculture, some other graduates as well, were granted land for the aforesaid purpose.

He also managed to provide a swimming pool, a dire necessity in a hot climate, for which Sir William Roberts (an old Principal of the College) contributed a handsome amount. Further he succeeded in instituting a Rifle Club for providing training to the students and the staff in handling fire arms.

He has to his credit the publication of College Magazine which encouraged the college students to write articles for publication with a view to improving their power of communication.

He inaugurated the Lyallpur Scientific Society where scientists were invited to contribute papers once a fortnight. This was a forum which gave opportunity to the staff to present the results of their researches to their colleagues and, to the post-graduate students to keep abreast of the latest scientific developments and to learn the etiquette of attending and conducting scientific meetings.

During his tenure foreign students from Afghanistan, Nepal, Iran, Iraq, etc., joined the College thereby this institution was looking like an international seat of learning. This was, so, because he was himself an institution the light of which simply does not kindle any more.

He was an ardent well wisher of the farmer and was keen to establish an organization for communicating the results of his researches to the most helpless and backward rural community which was groaning under ignorance and proverty. His determination stood by him and he succeeded in achieving his objective in 1938 by establishing the Plant Protection Service in the Punjab. Thus he was a pioneer in introducing this beneficial service for the education of the farmer. His humble pupil[1] imbued with his benefactor's indomitable spirit to further the cause of Plant Protection, help introduce at

1. The writer: (1) Director, Advanced Studies & Research, from 1961-66 at the Agriculture University and Syndic from 1961-63 and (2) Director, Planning and Evaluation, Agriculture Department, and Deputy Secretary, Govt. of West Pakistan & Punjab, Lahore, from 1966-71.



Mian Afzal Husain with other delegates attending Commonwealth Universities Vice-Chancellors' Conference in Kingston, Canada.

post-graduate level, the subject of Plant Protection in the Lyallpur Agriculture University and also help establish the Plant Protection Institute at Lyallpur, to provide training and technical support to the field staff of the Agriculture Department.

He was a very well-travelled scientist. He participated in several international conferences, meetings, seminars as a delegate of Government of India and Pakistan. The nation recognized his eminence as a scientist by electing him President of the Agriculture Section in 1933, Entomological Section in 1938, and General President of the Golden Jubilee Session of the Indian Science Congress, in 1946.

He was actively associated with the Indian Agricultural Research Council, Indian Central Cotton Committee, Indian Science Congress and Indian Academy of Sciences. After the establishment of Pakistan he had the unique opportunity of these organizations in this country. He had the distinction of being the founding-member of the Pakistan Academy of Sciences and Pakistan Association for the Advancement of Science and was elected first President of both these learned organizations, being the first General President of the Pakistan Science Conference in 1949. He was the first Scientist who was appointed whole-time Chairman of the Pakistan Agricultural Research Council from 1965 to 1969.

His service to the cause of education and science coupled with his published work which runs into 121 papers earned him the Honorary Degrees of LL. D. from the University of Tronto and D. Sc. from the Punjab University.

Government of Bengal invited him to advise them on their agricultural problems pertaining to Agricultural Research and Agricultural Education which being primitive needed reorganization. The present reorganized system of Agricultural Research and Agricultural Education owes its existence due to his recommendations. Thus the task of improving the foundations of Agricultural Research & Education in Bengal was also performed by him.

He was appointed as the first whole-time Vice-Chancellor of the Punjab University in 1938, and was granted extension thrice upto 1944. His appointment evinced great opposition in the Hindu circles who apprehended their downfall from the high positions which they had usurped by the exclusion of Muslims. During his tenure of office he attempted to set right the injustices which were perpetrated by the Hindus in denying adequate representation to Muslims in all spheres of academic life including scientific education. In this matter he was fearless and determined to give due share to each community.

He was appointed as a Member of the Indian Defence Services Commission in 1944, for planning and framing constitution for the establishment of a common training Academy for the three Defence Services of India.

He was appointed Vice-Chancellor again from 1954 to 1958, during which period, besides other notable activities, he held Islamic Colloquium (December, 1957), in which eminent scholars from abroad also participated. It was an extremely well-organized and well represented international gathering the like of which was never seen before.

He was appointed Chairman of the Pakistan Sugar Commission in 1957 and submitted his valuable report in 1958.

In recognition of his scientific and educational achievements he was honoured by the Indian Government with the title of 'Khan Bahadur' and by the Pakistan Government with the award of 'H.Q.A.' (Hilal-i-Quaid-i-Azam).

He was appointed as a Member of the Bengal Famine Commission in 1944 and as an expert on Agriculture, he greatly moulded the findings of the Commission which arrived at different conclusions.

He was appointed as a Member of the Punjab and NWFP Public Service Commission, Lahore in 1945 and its Chairman in 1947. He made several administrative reforms and established the reputation of the Commission. In recognition of his unimpeachable integrity he was appointed Chairman of the

Federal Public Service Commission in 1948 and developed it as a really independent agency where selection of candidates was made on merit. His annual reports about the quality of the applicants who were selected as C. S. Ps. etc , etc., is an eye opener for those who have the interest of the country at heart.

He was a staunch Muslim and was regular in offering prayers and giving alms. He had the good fortune to visit Mecca and Medina for Haj in 1950, when he returned as a bearded person. He was always looking for an opportunity to develop educational institutions for Muslims. He evinced unimpeachable integrity and strong courage of his convictions. Impartiality was ingrained in him and he always stood by the afflicted person. He was amiable and very social. He accepted, as far as possible, all invitations to social functions. His circle of close friends included several eminent non-Muslims e.g., Sir Chhotu Ram, Raja Narindra Nath, Dewan Anand Kumar, Dr. George Mathai, Dr. G. C. Chatterji, Dr. Hem Singh Pruthi, Rear Admiral J. W. Jefford, Mr. D. Milne, Sir William Roberts, etc., who not only admired him but also adored him. He invariably encouraged talented Muslims to go abroad for higher studies and sometimes even arranged for pecuniary assistance and, on return, he helped them enter suitable jobs. His contribution to the cause of Muslim education is unrivalled with the result that throughout the country important places are now occupied either by his students or by those whom he guided during their educational career.

May his example continue to inspire us all and his soul rest in peace.

## *VII*

## DR. NAZIR AHMAD,
### Retired Director of Fisheries,
### Punjab Govt. LAHORE.

Mian Afzal Husain was one of the most remarkable men of our times. He was respected by his students and Colleagues alike. He rendered very valuable service to the cause of education and science. He was a very religious person and was a man of principle and integrity. He always took up the cause of wronged persons even at personal risk. Students and teachers of Zoology and Entomology always looked up to him for help and guidance which was always forthcoming.

Mian Afzal Husain was a friend of our respected teacher Professor Dr. George Mathai, M.A., Sc. D. (Cantab.) Professor of Zoology, Government College, Lahore and University of the Punjab. Mian Sahib was an old student of the Zoology Department and used to visit the laboratory occasionally, and meet the staff. It was then that I met him for the first time. After passing the M. Sc. (Hons.) Examination in Zoology in 1933, I joined the Punjab University, but was always anxious to join Fisheries Department for which I was eminently suitable and trained. The occasion came as the then Fisheries Research Officer, Mr. Hamid Khan Bhatti, M. Sc., LL. B., applied for study leave. On the advice of Mian Sahib who was the Entomologist to the Government of the Punjab and Principal, Agricultural College, Lyallpur, I joined that College as a casual student for a couple of months. I was astonished to see an Entomologist guiding the research on "Fisheries" as a Specialist, with great experience would do. It appeared that he had not only specialised in Entomology but had a very thorough knowledge of fisheries and many other subjects.

In 1944 some posts in Fisheries Department, Bengal, were advertised and I applied for a senior post. I went for interview before the Public Service Commission, Bengal. Mian Afzal Husain happened to be in Calcutta at that time for some official work. The terms offered to me by the Commission did not suit me. I met Mian Sahib for advice, and it was on his advice that I asked the Commission for better terms and on acceptance of which I accepted the post of Superintendent of Fisheries, Bengal, in 1945.

At another time I met Mian Sahib when he was staying in the Circuit House, Dacca. He was working day and night.One day he told me that he would be going to Karachi for a day to attend a meeting. Under the circumstances even a young man would have avoided the trip but not Mian Sahib. He returned from Karachi and the next day left Dacca for Chittagong by train to complete the work entrusted to him.

I used to seek his advice whenever necessary, while I was Director of Fisheries, East Pakistan. On Joining the Post of Director of Fisheries, West Pakistan in 1960, I used to meet him quite often to discuss fishery matters with him. I met him last, a few days before his demise. He gave me some pamphlets on Fisheries published in Israel for our departmental library.

May the soul of this true Muslim and our benefactor rest in peace.

## VIII

# AGHA GHIAS-UD-DIN AHMAD

## Ex. Prof. of Botany, Punjab Agricultural College, LYALLPUR

This is what I remember extempore about Mian Afzal Husain. When he was at Cambridge Professor Gardiner had great admiration for his excellent performance as a student and for his keenness for original research work.

He contracted many friendships in England and they always stood by him till the end of his life. Prof. Dewan Anand Kumar of Government College, Dr. George Methai, Head of the Department of Zoology, Government College, Lahore, Ch. Sir Zafrulla Khan, Malik Sultan Ali Noon and many others to mention only a few may be counted among his friends in the early years of his life. Among his many conspicuous students the names of Mr. Fazal Elahi Chaudhry, the present President of Pakistan, Sardar Bishan Singh, Vice-Chancellor of Guru Nanak University Amritsar, Mian Mohammad Afzal, Agha Ghias-ud-Ahmed, Khawaja Abdul Haq, Prof. Kausar and Commander Dr. Abdul Latif of the Agricultural University, Lyallpur, S. Gurmit Singh, the famous Hockey Player, come to my mind off hand. Every body who came into contact with Mian Afzal Husain could not help loving and admiring him. Dr. George Mathi used to say, "Husain, I am even prepared to go to hell with you because I can trust you." In fact he was head and shoulders above most of his contemporaries intellectually, socially and morally also. The service which he rendered to his students as a teacher is enshrined in their hearts and they always remember their benevolent teacher and pray for his soul to rest in heaven.

He encouraged sports in the College and took personal interest in the students, with the result, that his students brought good name to their Alma Mater, wherever they went, either as scientists, or in the Army, in the Navy, in the Air Force, in the Civil Services, or served in the Agricultural and the Forest Departments. In fact his idea was not only to produce farm managers but agricultural graduates from the college who could be trusted, when called upon to take up their work in a larger *number of* fields. This was a unique armour bestowed upon his students in the early years of their life, as against the limited scope of service offered by the British Rulers to the Agricultural Graduates. This has been responsible for establishing many families throughout the country by the old students of the college.

In scientific and social fields he made his mark remarkably well. During his time as Principal great dignitaries of the country visited the Institution and were entertained to agricultural shows and dramas. All commended his work from every point of view.

He was indeed a man of many parts and interested in the Military Training, U. T. C. for students and selected Professors as well. The Punjab Agricultural College detachment of the U. T. C. was considered as the best of the lot in those days. He was the first Officer Commanding of the U. T. C. of the Punjab Agricultural College detachment.

He initiated the idea of Cooperative Society for the College in order to provide pure food stuffs at low price to the students. The cooperative building which was constructed, had all the amenities for the students and members of the teaching staff, with two Tuck Shops, Fruit vendor, Tailor, Hair Dresser, Stationery Shop, Store for Ghee and other Food Stuffs.

When he left Lyallpur and assumed the charge as Vice-Chancellor of the Punjab University and then whenever he came to Lyallpur he spoke of his past associations with the place in a very affectionate manner. He was certainly above the small petty considerations of life, and all his life he tried his best

to sail clear of them. In his social behaviour he exhibited no partisan spirit, although being a member of the minority community and being highly placed in status, as an officer, his path was by no means easy. The Hindus often became critical of his working ways in the University and often criticised him sharply but he always proved himself above the shallow and hollow criticism of his jealous colleagues at the University and was able to satisfy his critics to a very large extent.

Just as a crystal has many facets, so it was with Mian Afzal Husain. He was a person who exhibited many facets of his personality. He thoroughly impressed his students as an able teacher. Research Scholars believed that he belonged to their category. Many able administrators were of the opinion that the facility with which he solved problems of executive nature, requiring a good deal of deep thinking, quick decisions and at times a stern attitude of mind and which had become an integral part of his nature, entitled him to be ranked foremost among them. A farmer after a few minutes' talk with him would begin to feel that he was a friend of their community. People in trade and industry often wished that his talk with them could prolong a little more to open up their mind to new horizons. He was an untiring Research Worker and had won many laurels particularly in the field of Entomology. His work on the locust was unique and most useful. In fact he is considered the father of Entomology in Indo-Pakistan.

The then Government of India recognised his services by conferring the title of Khan Bahadur on him. The Pakistan Government also bestowed upon him the title of Hilal-i-Quaid-i-Azam. The Punjab University conferred on him D. Sc. and the University of Toranto, Canada, LL. D.

He was admired and looked upon as one of the greatest scholars and scientists of the country. May his soul rest in peace.

## IX

## QAZI MUHAMMAD ASLAM M.A. (Cantab)

### Retired Prof. of Philosophy, Govt. College, Lahore

I began to hear of Mian Afzal Husain when I was a student in College. A Muslim scientist who had done extraordinarily well at Cambridge, brother of Sir Fazal Husain, old G. C. man and so on.

When I first saw him it was at a lantern lecture at Aligarh—time must be early 20's. Mian Afzal Husain spoke impressively over slides. It was a zoological theme. The experience was reassuring. Muslim Scientists were up and coming, at least some of them. They could not remain behind others for a long time. Years went by. Time came when I was at Government College, Lahore, looking after the new laboratory of psychology and the new M.A. programme in experimental-social-clinical psychology. Was it the University jubilee, or, was it an annual session of the Indian Science Congress at Lahore, there was great activity. Science departments arranged experiments and demonstrations for the public. The psychology section was in my care. Two or three of my most interested visitors were Mian Afzal Husain and Col. Harper-Nelson (Principal K.E. Medical College) and our own Principal H. L. O. Garrett. Experiments on reaction-time, on perception of designs, on colour sensitivity, on illusions, and memory had been set. Mian Afzal Husain was the most interested, asked many questions and made me think more on my tasks. Psychology was a science but how could it be made convincing to a natural scientist ? This was what Mian Sahib made me think about.

I began to see more and more of him when he became our Vice-Chancellor. Occasions arose, or perhaps Mian Sahib

would create occasions. He was so keen that something should keep happening. Some activity, some programme. Our Professor—Mr. G. C. Chatterji—and Mian Afzal Husain were great friends. This relationship also brought me very close to Mian Sahib. Important as his office was, he was yet accessible to all and sundry. When some of us took to him ideas which could be put to use, he was most enthusiastic, most encouraging. At every new idea he would look with kindly interest and understanding. But he could not be taken in, easily. Where his own views or money grants were concerned, he was very careful, but never discouraging. Money grants for students of promise were easily forthcoming, even for tours or travel which promised results. He was always in search of new things. Science, scientific method, scientific discovery, scientific applications were his favourite themes.

One of the first Indian Vice-Chancellors certainly the first Indian Muslim—he did many things not easy to forget. He initiated building expansion for the University at a time of great stringency. The first major additions to lecture-room and office accommodation to the Punjab University came in his time. The image we carry of those days is an image of all-round activity, more buildings, more teacher conferences, committees, outside visitors and so on. While on this, I must mention the subject conferences Mian Sahib initiated. Every subject held its conference at which teachers discussed teaching problems and methods of enlarging the general impact of each subject. I do not think such conferences had been held before. They have not been held since. I have the most pleasant memories of the one which had to be arranged by me. There were symposia and public lectures, including one on 'Mental Culture', Mian Sahib's favourite theme those days. I wish I could say more about it. There is so much one can. Teachers learnt from one another.

It was in Mian Sahib's time that a scheme for a Diploma in Applied Psychology was sent by me to the University. All because he was so interested. The idea was to provide

1-year training to M. A's in Psychology, in Applied Psychological work. Mian Sahib was ready to accept the scheme. The difficulty was where it could be housed ? Government College was the most obvious answer. But G.C. of those days, said, "No". So nothing happened.

Another of Mian Sahib's favourite activities was an Army Class under University auspices. Boys who were keen to join the army (this was the time of world War II) were given orientation courses. Psychology was in the forefront.

Though Mian Sahib was sometimes described as a communal-minded Muslim by some Hindus he had a large circle of Hindu friends who admired and respected him. His concern with Muslim education was great. Equally great was his concern with higher education—with good constructive work being done by anybody, anywhere. On the eve of partition he gave great support to Professor A. N. Puri, an industrial chemist of great imagination and ability.

In education generally Mian Sahib did not endorse the anti-English movement set in by some friends of Urdu. Mian Sahib thought, the disappearance of English disasterous for higher education. He said so, as often as, he could in public and in private.

Mian Sahib took keen interest in Rabwah College. Once we went to Rabwah together. Mian Sahib delivered a convocation address. Another time he went there (but I could not accompany because of a leg injury) was when the New M.Sc. Physics Block was inaugurated at Rabwah.

Mian Sahib's fondness of new ideas—of organisation and structural changes and so on, sometimes led him into supporting unpractical schemes. Some of us found it hard to argue with him. His method in argument was disarming. Such a good listener, anybody who differed from him soon found he should say no more.

The Punjab University and higher education in our part of the world owe much, very much indeed, to Mian Sahib. From

every angle he turned out a great man, great Asian, great Indian, great Pakistani, great Muslim and great scientist—patient, panistaking, methodical, above all a great friend. May his work and example continue to inspire us all.

While I close I am reminded that Mian Sahib was the first to propose the Metric System for currency and for weights and other measures in the subcontinent. He did this at a session of the Indian Science Congress.

## X

# PRINCIPAL, DR. NAMUS, M.A., M.Sc., Ph.D., Ex-Officer on Special Duty University of the Punjab, Lahore

In this brief article I will give some of my impressions about Mian Afzal Husain, evidently, one of the greatest men of our times. He dominated the intellectual firmament of Northern India for more than half a century as a scientist, scholar, educationist and administrator. He became famous in international circles as well.

He wrote numerous papers on Entomology particularly on the desert locust, cotton, fruit and vegetable pests and on agricultural and educational problems.

I have known Mian Sahib for many years and have been in contact with him in certain walks of life. He had many qualities of head and heart which raised him among the scholarly group.

I have seen Mian Sahib writing dissertations in a highly successful manner on many subjects, education, English language and administration. Some of the presidential addresses which he delivered as general president of conferences go to confirm his genius as a scholar, scientist and educationist.

He was a great scholar of Zoology who had specialized in Entomology as an expert.

No disturbance was capable of entering the depth of the ocean of his heart and create a storm which would burst into harsh language or unbecoming deeds. You always found him calm and logical even under the stress of a trying battle of words.

I learnt from him habits of sobriety, cool mind and a smiling face even when the opponent is directing dart after dart of criticism. This is one of the admitted qualities of great men.

He was intrinsically devoted to his duty. When you are faithful to your official obligations then there is no need for you to oblige a person illogically by transgressing the limits of propriety and law. Sometimes it became necessary for him to annoy people by not submitting to their illogical requests.

He was a generous friend and always tackled questions of of a fundamental nature with a firm hand. He knew the proper use of policy and could manage to get his objective executed without any fuss. He was a disciplinarian and would not allow even his favourite colleagues to break respectable rules of discipline. When he had certain opinions which were in favour of his duties or point in view he would express these although knowing that he would become unpopular.

One of his favourite projects was to put modern scientific principles and Muslim ideology in consonance. I worked with Mian Sahib on this theme for some time. I feel that the material and spiritual progress of the modern Muslim world depends upon assimilation of this ideal and putting it into action by giving it a practical shape.

In his later years of life he developed an idea which was of great importance, if put into practice, for the mental development of students in Pakistan. It was a project for science museums, science halls, science exhibitions and public lectures on scientific topics. It was a fine idea.

I firmly believe that this project which Mian Sahib was propagating, if put into practice, would reduce the period of learning basic facts of science for a Pakistani child, from 5 (class VI to X) to 3 years. This knowledge will be engrained in his mind with certainty. He can devote the remaining two years of his life in polishing, improving and classifying this knowledge as the European child does. In Europe the environment teaches the child basic facts of scientific knowledge. We lack this in Pakistan. The school child of Europe by experimental attestation becomes sure of the basic principles of science. In our atmosphere due to a number of causes this has become almost

impossible. Mian Sahib by this ingenious method wanted to improve the quality of scientific training of the Pakistani child and raise the standard of science teaching in the educational institutions. Mian Sahib will not be born again who can create such useful projects.

I cannot forget one sentence which Mian Sahib uttered from his lips in one of his lectures : "All men are not born biologically equal."

After his retirement from the Agricultural College, Lyallpur, as its Principal, begins another phase of his career. He becomes the Vice-Chancellor of the Punjab University and by his diligence becomes a prominent educationist and his genius finds expression in this yet another important activity of the human race. He worked for two terms of three years each as Vice-Chancellor. During this period he established three more departments in the University ; Social Work, Sociology and Social Sciences Research Institute.

The Punjab University in those days was a Hindu University to all intents and purposes. It was pre-dominently overshadowed by Hindus and Sikhs who were in authority. Mian Sahib aided the Muslim cause and thus served the Muslims of Northern India to attain their rightful position in the country.

Mian Sahib was born and educated during the bright chapter in the history of British Administration in India. He received this full inspiration from that radiant atmosphere. He managed this inspiration to remain alive in his heart throughout his life. He was respected in British Circles also and because of this was never refused any help by the British. Perhaps it was this cooperating spirit which was responsible for his great success in life.

Mian Sahib had the necessary administrative genius to keep a balance among the University circles, although the number of Hindu and Sikh Officers who wielded authority in the University was almost cent per cent as he took charge of his office. Under the exigencies of the time due to the political

changes in the country, Mian Sahib appointed many Muslims to many responsible posts in the University.

It was about 1955 that I was appointed Officer on Special Duty in the University and was directly placed under the Vice-Chancellor. The duties entrusted to me were to check, overhaul, all the registers of accounts, receipt and issue, of all the laboratories in the University, to reform and rearrange the system.

One day as usual, during lunch hour, I went upstairs to the Vice-Chancellor's room to give him report of the work. I found Mian Sahib leaning over a small type machine, absolutely absorbed in the tip, tip, tip. He raised his head when I entered the room and said to me, "You know, Dr. Namus. All research workers should do their own type work themselves. The nature of the subject is such that only the researcher knows the words and terms exactly. I, accordingly, do all my type work myself."

This sentence was a lesson for me from Mian Sahib. After that I made it a routine to type all my important papers personally. I never hesitated or felt bored or waited for the typist or ran after him. I bought a small second hand Remington Typewriter machine and started doing all my type work personally.

He was unassuming in his manners and in spite of his depth of knowledge and vast information he never paraded it any where. He possessed an inherent sense of humour. He never got excited even in the face of harsh criticism which he had to face so often as a result of his rigid ideas on education. You cannot forget his blooming smile which kept playing round his lips even in such circumstances. He lived a purposeful and active life. We offer our prayers to God Almighty that He may grant eternal bliss and heavenly happiness in the world hereafter to his soul.[1]

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1. This is the form given to the article, after clipping by the author, the compiler of this volume.



Mian Afzal Husain with other Pakistani delegates in Moscow, U.S.S.R., during a Science Conference in 1959

# XI

## PROF. MUHAMMAD IBRAHIM SHAMIM

### Retired Director, Institute of Education and Research, New Campus, Lahore

He stared his celebrated career as a supernumerary Entomologist at Pussa, Bihar, and then Entomologist to the Government of the Punjab at the Agricultural College, Lyallpur, and later on became its Principal.

I knew Mian Afzal Husain from my early childhood. He was a close friend of my father. Mian Sahib took keen interest in the social uplift of Muslims of Lyallpur but his dominant interest was first in science and then later on in the field of education. I had the distinct privilege of walking into his house any time of the day. He was keenly interested in my educational career and gave me valuable and practical guidance. I learnt many things from Mian Sahib. I admired his capacity for hard work, administrative capability, impartiality and the courage to stand by truth and justice. The Punjab University still has to have an administrator of his stature.

Once I went to see Mian Sahib and to my astonishment, as he put it, he wanted my frank opinion on an administrative matter. Mian Sahib related the story of a student who was caught red-handed using unfair means in one of the honours papers in the B.A. examination. It may be mentioned that the boy was the son of Mian Sahib's very intimate friend. Some people were of the view that the Honours papers be cancelled and B.A. Pass course papers got assessed. Mian Sahib took the stand that a dishonest student may have been dishonest in earlier papers as well and rusticated the candidate for three years and lost a good friend.

Of course the story of his protecting the sanctity of the University is well known. The police wanted to arrest two students who had allegedly thrown bomb in the Senate Hall. An A.I.G.—an English man—walked into Mian Sahib's Office and said that he wanted to arrest such and such boys. Mian Sahib was much annoyed at his bebaviour and wanted him to apologise and withdraw. He did not. Mian Sahib picked up the telephone and rang the I G. asking him to instruct the A.I.G. to withdraw and also show regret for entering the University premises without due permission. This time the A.I.G. had no choice.

About three years before his demise I went to pay my respects to Mian Sahib. During the course of our talk he asked me if I would return to him the reprint of one of his articles which he had given me about 15 years earlier.

I was more tickled than embarrassed and asked him how he remembered such an old insignificant thing. He said, "Whenever I lend something I make a note of it". He was so acutely organised.

The venerable Mian Sahib, it appears, was a believer in some of the age-old marriage formalities observed in Indo-Pakistan. Whenever he attended a marriage he would put Rs. 32/- in an envelope and personally give to the boy or the girl whose marriage he was attending. My son and my niece both got these presents from him.

A few months before his death Mian Sahib started a campaign of establishing an Alumni Association of the Punjab University and collecting funds for it. He wanted me to take an active part in it which I promised but unfortunately the call came a little too early.

His last act of generosity with me was that he gave me about fifty books and Reports which are now rare. I put them in the library of the Institute of which I was then Head at that time.

Alas ! great men like Mian Sahib are gradually departing from our midst and they are not being replaced.

## *XII*

## Major (Retired), QARI SHABIR AHMAD, M.Sc.
## Ex-Principal Govt. College, Mianwali

I had only a few contacts with Mian Afzal Husain, but whenever I saw him it left a deep impression upon my mind.

When I was lecturer in Physics about the year 1935 at the Government College Ludhiana I was also president of the Hockey Team of the College. In those days players of sports teams and members of the debating societies of our college visited Lyallpur for a meet at the Agricultural College, when Mian Sahib was its Principal. I remember those days very well. There were legions of Hindu students, Professors, lecturers and Sikh students in Colleges everywhere. But the number of Muslim professors, lecturers and students was very small. I attended a debate in the Agricultural College when Mian Sahib was in the Chair. Because of the prepondrance of Hindu Professors and student debators most of them ingeniously cast side aspersions on a certaln aspect of the life of the Muslims. Many of them as they heard the debate felt very small. Mian Afzal Husain, however, in his concluding remarks wound up the debate in such a way that he countered the arguments of debators who made such irrelevant comments pertaining to the Muslims. They were thus satisfied and felt thankful to Mian Sahib. Such was his vast learning even at that period of his life.

In the year 1937 when Mian Afzal Husain was Vice-Chancellor of the Punjab University he was invited by Mr. A.C.C.Harvey, Principal of the Government College Ludhiana to deliver his convocation address to the students of the college. I came to know that Mian sahib was staying with the Principal. I went to see him and he came out in the

veranda of the residence of the Principal to meet me on receiving my visiting card. I had a talk with him in connection with some welfare scheme for the benefit of the students. At the end of my talk I said to him that I had written textbooks on Science for the Middle Classes of High Schools but no publisher was willing to publish them as the principal publishers were Hindus and they did not like to publish the books of Muslim authors. Mian Sahib advised me to become a joint author with some Hindu Professor. He further remarked that in that way he would doubtlessly take away half of the royalty but by adopting such a course my name would appear as an author in the market. He further remarked that if I really proved a good author then other publishers would be tempted to give me some more work. Subsequently I did as Mian Sahib told me. I collaborated with a Hindu author Dr. S.L. Bhatia and wrote three books on Science for the Middle Classes of the High Schools. The set of books proved very popular not only in the Punjab but also in the provinces of Delhi, Ajmer, Marwar and Baluchistan. As a result of the popularity of the books one of the biggest publishing firms of Lahore of M/S Uttar Chand Kapoor & Sons, invited me to write books on Matriculation Science but under the same condition, namely, that the book must be co-authored by a Hindu Professor as well. In this case also, I agreed. Now I always recollect that it was the good advice of Mian Sahib which helped me to become an author of repute. I get plenty of work even now - a - days and feel grateful to him for his very sound and sympathetic suggestion he had offered to me at the beginning of my career.

The World war II had started and it was about the year 1941-42. I was in my home town Rohtak passing my summer vacation. By chance I came to know from a friend that the Government of India had prepared a scheme to give military Commission to teachers of colleges after the necessary training and that the course was being inaugurated after two days at Mhow. I was very sorry to learn that no such information had been communicated to me. So I took the first train to Lahore

and saw Mian Sahib at his office in the University and told him that if I had received the information I would have also given my name at the first instance, as I had received training in the U.T.C. at the Aligarh University, under British Officers when I was an M.Sc. student there. I had risen to the rank of Quarter Master Seargent in the University Corps. Mian Sahib told me that he had passed on the orders to the subordinate staff and it was its duty to send the circular letter to all the colleges. In the circumstances, however, he promised to recommend my name telegraphically to Brigadier Westmacot, Commandant of the School. On receiving his approval I got a telegram at Rohtak and proceeded to Mhow for the training and took the Commission. Later on I was raised to the rank of Major and had the good fortune of going to Jedda and Cairo and during spare hours I had many opportunities to listen to the recitations from the Holy Qur'ān in the Najdi and Egyptian accents from the learned Ulema there. It had been only possible through the kindness of Mian Sahib. During my service before and after the birth of Pakistan many students got Commission in the Army as a result of my guidance. It would not have happened if Mian Sahib had not helped me to take my military training at Mhow.

## *XIII*

## PIR AMANAT ULLAH SHAH,
### Retired Principal Govt. College, JHELUM

It was in the year 1935 that I happened to meet Mian Afzal Husain for the first time in Sirinagar. He had come to Kashmir for holidaying. I vividly remember his lecture which he delivered in the hall of the Siri Partap College, Sirinagar. The lecture was also illustrated with lantern slides. It dealt with a zoological topic.

Towards the last days of his life Mian Sahib was actively engaged in reviving the idea of the Alumni Association of his Alma Mater, the Punjab University, for which he had worked with vigour and devotion for a good many years of his life. I supported his suggestion in the Pakistan Times. He thanked me for supporting him in a letter which appeared in the same paper on October 18, 1970. Little did I know that this was his last letter to be published in the columns of the Pakistan Times. The paper rightly said in its leading article at his death, 'the best homage to his memory would be to expedite the establishment of an Alumni House—that last gleam of his restless mind'.

As a scientist and educationist of Indo—Pakistan his name will be remembered by generations of teachers and students for his outstanding uprightness, integrity and disciplined out look on life.

It will be also long remembered[1] 'that when occasions

1. Quoted from an article by Mian Muhammad Afzal from the proceedings of the Pakistan Academy of Sciences, Mian Afzal Husain Memorial Volume, 1971.

demanded he showed great courage while coming in direct conflict with the British Secretariat officers at Lahore'.

'Mian Afzal Husain was a broad minded Scientist, but firmly religious. He believed that Science and religion can go together. As a scientist he had such a deep faith in Qur'ānic truths that during his last years he was preparing a complete catalogue of all statements about plant, animal and insect life mentioned in the Qur'ān for future biological studies.'

He often emphasized religious education for students and quoted Allama Iqbal also to support his view.

Mian Afzal Husain also conceived the idea of shifting the University to a new Campus out side the city of Lahore. He was fortunate to live long enough to see his dream come out true and the foundation stone of the New Campus was laid in 1957, by Iskander Mirza the then President of Pakistan.

He was indeed a farsighted scientist and educationist and so his mental outlook was very helpful in shaping the scientific and educational policies of this country.

Undoubtedly his death has resulted in a great loss to learning. May his soul rest in peace.

*XIV*

## MR. DAUD KAMAL, M.A. (Cantab)
### Associate Professor, University of PESHAWAR

As for writing a paragraph on the late Mian Afzal Husain, I must confess both my incompetence and unworthiness. I did indeed have the honour of seeing Mian Sahib but only twice—in the company of my father. Both these occasions were all too brief. All that I can remember now is that Mian Sahib radiated wisdom and serenity. He was the epitome of old-world courtesy—a born gentleman. The tone of his voice was gentle and cultured.

I was profoundly impressed by him—particularly since I had already heard a great deal about him from my father. My father had great admiration and affection for Mian Sahib and I think Mian Sahib too reciprocated these feelings.

I reproduce below an excerpt from a letter which Mian Sahib wrote to my father from Lahore on 14th June, 1969. I think this letter is interesting. There is another letter in my possession which is dated 21st October, 1970, but this is mostly about the Alumni Association. As you know Mian Sahib passed away on 1st November, 1970—only a few days after this last letter.

From a letter addressed to the late Chaudhary Mohammad Ali Sahib, S.Pk., Ex-Vice Chancellor, University of Peshawar, dated 14th June, 1969.

"......Eversince I read your article about the school at Abbotabad and my father's share in its promotion, I have been thinking of giving this association some permanent form.

What I have thought of is a prize for *qarat* to be awarded to the best student in a *qarat* competition. I am a person of very modest means. I have thought of a sum of Rs. 1,000/- suitably invested by the school, which should bring an income of Rs. 60 per annum. The prize may be named MIAN HUSAIN BAKHSH QARAT PRIZE. It may be awarded in cash, or a copy of Al-Qur'ān be purchased and given to the student who tops the competition......".

## XV

## MR. NAJAF ALI KHAN, M.Sc.,
### Librarian Agr. University,
### LYALLPUR

There could be hardly any literate person who did not know the great educationist, the late Mian Afzal Husain : I first had a glimpse of Mian Afzal Husain when he was invited to the annual dinner of the Institute of Chemistry, University of the Punjab. There was great enthusiasm among the students to welcome him. There was pageantry and eclat which was reminiscent of the visit of high state officers on such occassions.

It was in the year 1962 that having seen an advertisement for study scholarships at an American University that I applied for one of the scholarships. I had to appear for interview before Mian Afzal Husain who was one of the members of the Selection Board of the newly created Agriculture University of West Pakistan.

I had worked on animal nutrition and had performed certain experiments on the fattening of old bullocks and sheep with the help of cotton seed cake. He showed great interest in the experiments that I had performed by giving a special ration of the cotton seed cake to the animals. After examining my findings he asked me a question "What do you think about the value of cotton seed cake as a food for human beings ?" I remarked that it was a very right protein food provided one of its ingredients which is harmful for human beings is removed and some flavouring agent is added to make it more palatable for them. This answer made him very happy. He then asked me, 'Did you study my paper on the cotton seed cake before taking up further research in the matter" ? I replied affirmatively. Then he pathetically referred to the protein shortage in the

country and said that some steps were necessary to make up for this deficiency. Subsequently he asked me if my study leave would not entail hardship to my children and, in case of, some emergency I might be tempted to shuttle back home without completing the course and thus causing financial loss to the Government. I told him that being a member of the joint family system, in my absence, my relatives, would look after my wife and children. The answer satisfied him and then he turned to another topic pertaining to my line of work.

His way of talking was very polite and he would help himself to elaborate a particular answer of the candidate with a view not to embarrass him any further. His questioning would always be pertinent to the subject he dealt with. He had a dignified appearance and his beard had magnified it. His articles were always scholarly and they exhibited his pains-taking habits and thoughtfulness. His vision about the educational system in this country was deep and thorough and few educationists equalled him in this respect. His diligence, his uprightness and his adherence to Islamic way of life are well worth emulation by the youth of this country for whose betterment he strove all his life. His vast and specialised knowledge had won him an international status in the world as a scientist and educationist and he was the only Muslim scientist known in foreign countries in the days of united India.

He took pains to develop and organize the Entomological Section of the Library of the Agricultural College Lyallpur which has now developed into the Agriculture University. I think it would be in the fitness of things if a corner of the Library is named after him and some books bearing his signatures or some books which he studied in his life time are also placed there. He was deeply interested in the advancement of agriculture in the Punjab. May his soul rest in peace.

# A GLIMPSE OF SOME OF THE WRITINGS

OF

# MIAN AFZAL HUSAIN

## CHAPTER 10

### I

### EXCERPT FROM THE ADDRESS OF WELCOME TO THE OLD BOYS AT LYALLPUR IN 1930

BY

K. B. M. AFZAL HUSAIN

The reign of King George V will be recorded in history as a quarter of a century of most remarkable scientific achievements and most rapid application of Science to human affairs. His late Majesty took a personal interest in the advancement of knowledge and its employment for the welfare of man. His reign was replete with developments in Engineering, Industry, Medicine and Agriculture, from which India has derived benefit in a very large measure.

If constitutional changes in the Government of India bear testimony to his late Majesty's solicitude for India's progress to political equality in the Commonwealth of Nations, equally was appointment of his Royal Commission of Agriculture, a proof of his late Majesty's anxiety for the welfare of the people of this country, more than 70 per cent of whom live on the produce of the land. The progress of a nation does not depend upon its political status alone, the prosperity of the masses is essential to national advancement. The action taken on the recommendations of the Royal Commission on Agriculture, forms the foundation of India's future prosperity.

During his reign we have seen in this country the development of the Department of agriculture and the formation of India's Central Cotton Committee, the Imperial Council of

Agriculture Research, and other similar bodies, which today stand for rapid progress in scientific research in Agriculture and the advancement of sciences allied to Agriculture.

For us, who are associated with the Punjab Agricultural College, Lyallpur our late sovereign's reign has yet another significance. When King George V ascended the throne, this college was but a few months old, and it was during the period of his reign that it developed into an important agricultural institution in India. We therefore, deeply mourn the cessation of this association.

It has been claimed that during the reign of his late Majesty the component parts of the Empire have been knitted together by bonds of mutual good-will and common interest, it is equally true that it was during the reign of King George V that the Empire has been brought into close intellectual unity. Have we not witnessed side by side with Imperial Conferences held for political purposes, the Imperial Conference of various Sciences held for the intellectual unification of the Empire? In my opinion, this has been the crowning glory of his late Majesty's reign. We, who are interested in Agriculture, know of the valuable services rendered to the Empire by the

Imperial Institute of Entomology,

Imperial Mycological Institute,

Imperial Bureau of Plant Genetics,

Imperial Bureau of Science,

Imperial Bureau of Fruit Production

and other similar organizations. This intellectual comradeship among the Common Wealth of Nations is a bond which will be free of all prejudices of colour caste and cread, and geographical delimitations.

Gentlemen the affairs of the last few years have forced the best thinkers of the world to recognise the supreme importance of Agriculture for the economic stability of the world. If at one time industry was the barometer of international trade it

is now agriculture that influences international transactions. If railways in India are not able to show profits the fundamental cause is the movement of the prices of Agricultural commodities. If there is a fall of 15 lakhs in stamp duty in the Punjab, it is directly attributable to the economic condition of the peasantry. Industries cannot flourish unless the standard of life of 70% of the people can be raised. In India today the village has become the focus of attention. The poor forlorn peasant who has contributed for ages for education, sanitation, medical relief and facilities of communications of the country and has himself remained without the blessings that he has brought, is becoming the centre of thought.

## 11

## HIS IMPRESSIONS OF THE LOCUST CONFERENCE HELD IN EGYPT IN 1935

In Locust Research the Egyptians are doing very well. Their locust breeding cage of rustless steel wire gauze, covers an area of 750 square meters. It was erected at a cost of £ 1000. Crops are sown in the cage, desert plants are grown, and since 1929, the desert locust has been multiplying continuously.

I should like to mention that instead of aerated waters, orange and lemon juice are sold in the streets of Cairo.

Another thing which struck me is the confidence which Egyptians have in themselves and future of their country. The emblem of Egyptian renaissance is the sphinx rising on its forelegs with a Fellaheen (peasant woman) standing beside it with her hand on its mane.

This depicts the Egyptian mental attitude. There is awakening, self-assertion, trust in the future and faith in the greatness of the country. Young scientists are full of enthusiasm, ambition and self-confidence.

Here I may also allude to another aspect of the question. Practically every Egyptian scientist knows, besides his mother tongue——Arabic——two or more European languages. Most of them know English, French, German and Italian. It happened more than once that during our excursions the scientists deputed to serve as our guides gave us the choice of the languages in which we wished things explained.

We were a mixed crowd, and English and French were the languages in demand, and young Egyptians spoke these languages with fluency——a factor of great importance in their efficiency.

## III

# Excerpts From THE SCIENCE CONFERENCE PRESIDENTIAL ADDRESS

*(Delivered at Lahore on April 9, 1949)*

BY

PROF. M. AFZAL HUSAIN, M.A., M.Sc.

* * * *

The partition of the sub-continent of India gave Pakistan very little in the way of valuable scientific assets. It so happened that all scientific and technological institutes which were built up and were being maintained from the common resources of the undivided India, or had been receiving grants from the Central revenues, fell to the share of India, merely on account of their location. These represented all branches of science and technology, agriculture, forestry, animal industry, veterinary, public health and medicine, surveys, meteorology, museums and libraries. There were scores of these and many of them were huge institutions, and serveral were more than a century old.

The newly established Department of Scientific and Industrial Research had planned some modern national laboratories for physics, chemistry, metallurgy, glass and fuel, and they were all out of the Pakistan region.

Pakistan's share has been just a Jute Research Station at Dacca, and two or three small fruit preservation laboratories.

The headquarters of the Indian Science Congress Association, the National Institute of the Sciences of India, the Indian Academy of Science, the National Academy of Science, and

numerous learned Societies representing various branches and sub-branches of science were outside the regions which constitute Pakistan.

Most of these institutions, societies or organizations had excellent libraries of scientific literature. We have not received as our share a single library of all-India standard, such as the library of the Royal Asiatic Society of Bengal—the oldest and perhaps the best library in Asia—the Imperial Library of Calcutta, the Imperial Secretariat Library in New Delhi, the extensive and up-to-date libraries of the Indian Agricultural Research Institute, New Delhi, the Forest College and Research Institute, Dehra Dun, the Indian Council of Agricultural Research, New Delhi, the libraries of the Botanical, Geological and Zoological Surveys, or those of the medical, veterinary and other research centres. The library of the Punjab Agricultural College, Lyallpur was completely burnt a few years ago.

It is not only equipment, apparatus, literature that we have lost but we have also lost accumulated experience and records of scientific observations extending over perhaps half a century and in some cases even longer. Money cannot buy these.

Of the Universities we have three—the University of the Punjab, the University of Dacca and the University of Sind. The last named is only two years old. At the time of partition we had one functioning Medical College at Lahore, and a newly started Medical College at Karachi. There was just one Veterinary College at Lahore in the whole of Pakistan. We were more fortunate in respect to the Agricultural College as we had one at Lyallpur, one at Dacca and one at Sakarand. We had two Engineering Colleges one at Lahore and the other at Karachi, and only an Engineering School at Dacca. For teaching and research in science we had the modest resources of laboratories of the Universities of the Punjab and Dacca, and some of the colleges.

For a considerable time Muslims had shown little interest in modern edncation introduced by the British, and it was

particularly so with regards to education in science. It would appear surprising that while The Qur'an repeatedly enjoined the believers to study natural phenomena, and Muslims had played no mean part in the spread and progress of science, in India this should have been the community which kept away from scientific education. Later on the Muslims were positively discouraged by various subterfuges from pursuing scientific studies. In fact had it not been through the reservation for them of 40 per cent of seats in all State run teaching institutions in the Punjab, the position of Muslims in science and technology would have been much worse than it actually is. Backwardness in scientific education led to the situation that a vast majority of the teachers of science in schools and colleges were non-Muslim. For instance, the Government College, Lahore, or the University of the Punjab could not, before partition, claim to have more than one or two Professors of Science subjects. In many cases entire departments were run by non-Muslims. When partition came all the non-Muslim teachers left, and a vacuum was created, mostly at the top.

* * * *

For the introduction of science subjects in schools, there is at once the difficulty of trained teachers, text books and apparatus. However, it should be possible to plan to impart Teachers, in Training Colleges that degree of scientific knowledge as will equip a teacher to teach science to students of high school standard, and through refresher courses. the teachers already in service, could be similarly trained. Arrangements should be taken in hand to get text books prepared by competent authors. All books of science must be well produced and profusely illustrated. It should be possible to manufacture all apparatus required for teaching science in schools, within the country. Governments should encourage such enterprise. I also draw the attention of teachers to a book published by UNESCO which gives hints to teachers for preparing science apparatus for class use from readily available material. We

must make the fullest use in our teaching of science of audovisual aids. Film libraries should be organised in each locality and every school should be fitted with projectors and radio-receivers. Science Museums should be organised all over Pakistan to make public science-minded.

Far it be from me to suggest that Science should monopolise our entire attention. It is at the early stages of life that foundations for wider and general interests are laid and at these stages education should be a harmonious blend of a variety of subjects including arts and sciences, ethics and aesthetics.

(*ii*) *At the University Stage* : The education of science in our universities, both as regards the numbers trained and standards attained, has not been satisfactory. Most students who join our universities wish to follow the easiest path to a degree, which is regarded as a qualification for employment. The science courses are heavy and difficult and are, therefore, avoided. In so far as the few good students are concerned, competitive scales of salaries entice them along the path which does not lead towards science. With us, so far administrative posts have carried higher salaries, greater prestige and more glamour. With the same amount of effort it is easier to score high marks in a competitive examination in sets of subjects which do not fall in the category of sciences. Thus the very best of our students have ignored sciences, or if they have taken degrees in science they have found places of importance in pursuits other than scientific. Most of the second best go for medicine or engineering, both professions providing better returns and surer employment. Those who cannot follow these lines proceed to the pure science courses. Of course, there are exceptions to these trends. To remedy this situation it is necessary that the system of competitive examinations is so modified that similar intellectual capacity and quantity of effort obtain the same value.

* * * *

Because of low standard of attainments when students join universities and of inadequate and, sometimes, not suitably

qualified staff, our standards of science teaching have been low. Because of this low standard we have not developed to the necessary degree the spirit of enquiry among our students of science. Once in their jobs our young workers follow no original lines of investigation, even when they have opportunities. Some of you may not be aware that in the form on which confidential reports of teachers in colleges under the Department of Education are made, there is an item which runs thus :

> "Had the officer published any original paper, or conducted any research during the year under report or otherwise in any manner done distinguished academic work ?"

This indicates that teachers were expected to do original work. And surprising though it may appear, in 99 cases out of 100, the remarks against this item consist of three letters NIL. Not only that, but so general has the default become that the rare, very rare, individual who attempts excursions into scientific or may be literary fields, receives no encouragement, and proposals for the recognition of such merit meet with stout opposition.

The courses of studies in our universities need improvement in two directions—horizontal and vertical, or in other words in breadth at the earlier stages and in depth at the later stages. There is so much interdependence between sciences that a neglect of any one science may leave a proper study of another incomplete. For instance a proper study of zoology is not possible without an adequate grounding in physics, chemistry and physiology, basic knowledge of geology and geography, and when one comes to study the behaviour of animals, some knowledge of psychology. To this may well be added some mathematics and certainly statistics. The same would apply to any other science.

Further there is need in our universities for special extra-curricular courses, such as 'Mathematics for students of Science', 'Geography for students of Biology', 'Science for students of Philosophy'. 'Psychology for students of Science, Medicine and

Engineering', and 'Art appreciation and aesthetics for all.'

There is only one way to meet this shortage of teachers and that is to obtain foreign scientists of eminence as professors. However, all attempts to obtain such men on the salaries offered have failed. The only possibility is to offer terms which will attract good men and to obtain their services on contract basis for, let us say, five years. And during this period we should make vigorous efforts, and I assure you such efforts shall have to be very vigorous, to train our men for these posts. On the quality of our teachers depends the future of science in Pakistan and, therefore, no effort should be spared to get the best qualified men. Neither sentiment nor political considerations should divert us from this decision. Are not the German scientists employed in USSR, USA and UK for higher research, and thus made to serve their erstwhile enemies ?

## IV

# PROBLEMS OF EDUCATION IN PAKISTAN

*By*

**MIAN AFZAL HUSAIN**

"Education is inseparable from life."

The import of this dictum is often not fully appreciated, either in policy or in practice. It is not possible to evolve a rational scheme of education in isolation from the cultural social, economic and moral standards of a society. A school which serves as a 'hot house' cannot produce 'hardy' individuals capable of withstanding the adverse climate of the world outside. An education which ignores the fundamental facts of daily life of the people is unreal and artificial, and leads the community to pit-falls. The speed of advancement which education creates should be such as permits the people to keep pace with it, and not such that they fall far behind, and cannot see the light of the torch meant to guide them. The existing educational system has influenced only a few and has thus created a caste—the literates—with its several sub-castes, but has completely failed to influence the masses.

The population of Pakistan is 75,842,000 ; and of this huge mass only 13.8 per cent, are, literate'. The test of literacy is ability to sign one's name. If the test had been a little more stringent, such as ability to read simple prose written in any one of the languages of Pakistan, the proportion of 'literates' would have shown a marked drop. To make some 50 to 60 million people usefully literate, within a reasonable time, would need tremendous effort and enormous financial outlay.

The national income of Pakistan is estimated at Rs. 1,692 crore. Agricultural production accounts for Rs. 1,171 crore

industrial production contributes a small proportion of Rs. 13 crore. The balance of Rs. 508 crore is contribution from miscellaneous sources. On this basis per capita income is Rs. 230. Of the population of Pakistan 80 to 90 per cent, depend upon agriculture for their livelihood.

Agriculture will thus remain, during the foreseeable future, the main source of our national income and occupation of our people. Pressure of population on land results in standard of life being lowest in the world. A very large section of the population suffers from food deficiency and chronic malnutrition, and disease takes a heavy toll of human life resulting in enormous waste. Expectancy of life in Pakistan is about 27 years. In Japan it is 50 to 54 years. In U. K. it is 66 to 70 years. How much of our 27 years should be spent in preparation for life, i.e. productive work.

The average consumption of cloth per capita is 10 yards, indicative of a very low standard of life. Some 90 per cent of the population live in mud-huts, or reed shelters, and possess the barest minimum of house hold effects.

Food, clothing and shelter are the basic necessities of human life, and take precedence over every thing else. What place should education occupy in the scheme of life of such a community ?

**Education—An Emergency Problem**

The facts stated above are depressing. In the circumstances, education has to be recognised as an emergency problem, and dealt with on an emergency basis. It is war against ignorance, man's bitterest foe, mother of poverty, disease, sin and all ills to which an under developed country is prey. On a successful conduct of this struggle depends the future of our nation. Where resources are limited, the attack must not be on too wide a front. Where means are strained, objectives must be carefully selected, right priorities established, campaign adequately planned, so as to achieve the best and quickest results.

**Ideology of Education**

The First Pakistan Educational Conference, held in November 1947, resolved that the educational system of Pakistan should be inspired by Islamic ideology, emphasising, among other characteristics, the spirit of universal brotherhood, tolerance and social justice. This was a noble resolve. It has been stated that social inequality has one of its roots in the different type of education for rich and poor. Where there is inequality there must be injustice. We must not forget, that one of the efforts of foreign domination is the imposition of the culture of the rulers and their social and moral values, upon atleast, certain sections of the population, leading to artificial social stratification. Privileged classes, enjoying different degrees of prestige, are thus created. These influence national activities in all spheres. Education does not escape this influence. It may not be possible to avoid this inequality, and it would not be desirable to do so. Attempt should not be to level down, but to attain the higher levels.

**Education : for What Purpose**

The noblest ideal would be education for its own sake, Knowledge or intellectual enjoyment. Such a luxury is possible for the few affluent and leisured individuals or limited groups, or those to whom money and leisure are made available through private benefactions or State patronage. For masses of people, particularly among under-developed nations, education must be generally purposeful and materially productive. Technical competence is needed for increased national productivity. Higher education is needed for efficient national service and leadership in all spheres of national life. Education is needed for moral leadership for correct appreciation of human values for social stability for harmonious progeressive evolution of society. How are we to achieve these objectives ? What priorities must we establish ?

**Mass Education**

Education of the masses must receieve the highest priorty. An uneducated population is a dead load and the heaviest obstacle in the path of national uplift. The unlettered are loathe to receive new ideas and are suspicious of progress and change. It has been truly said that the illiterate 'can never govern themselves nor choose their governors wisely'. The unwisely chosen rulers land them in such messes that in desperation they fall at the feet of self-chosen dictators, who get corrupted by absolute powers......'

In Pakistan among the age groups which constitute the voters, the proportion of the literates falls below 5 percent. It is evident that to run a democracy efficiently we must have an electorate which can understand national programme of advancement, evaluate the capabilities of persons who seek election and cast vote with discrimination. Unless education improves there is little hope that parliamentary institutions will either develop or function.

**Primary Education**

Primary education is one sector of mass education. Free, compulsory education of five years duration (age group 5 to 10, or 6 to 11) has been accepted as the responsibility of the State. This age group comprises one-eight of the population (12.5 per cent), and number some 9.5 to 10 million. The exiting 40,295 primary schools provide for 3, 21, 312 only. Therefore, over six million boys and girls cannot receive any schooling. To get this number to schools, some 60,000 new primary schools, would be needed. Sind hopes to provide sufficient schools within six years. East Pakistan and Karachi estimate this period as 10 years ; the Punjab N. W. F. P. Baluchistan and Bahawalpur consider that they will accomplish this task in 20 years. In the Six year Programme of Education provision has been made for 24,027 new primary schools to teach 3,751,070 pupils, at a cost of Rs. 425, 495,000 almost half of this would be recurring.

It has been suggested that private effort should be mobilized, and local resources should provide for land, buildings

and equipment, while the recurring expenses would he met by Government. The magnitude of the problem is staggering. The progress made so far does not justify optimism. According to the Minister for Eduction, Punjab, half the tolal educational budget of the Province is being spent on primary education and yet it has not been possible to add to the number of these schools at a rate higher than 300 per year. And, he has pleaded for private effort on a large scale.

**Every Mosque a "Maktab"**

In the circnmstances we must be prepared for sacrifice in quality to obtain quantity, in spite of what the paychologists might have to say about the importance of proper training during the impressionable years of childhood. The availability of trained teachers is the limiting factor in the rapid spread of primary education. We must, therefore, be content with what is available, and design our system accordingly.

Taking into consideration our resources of money and teachers, we must revert to the days when the mosque served as 'maktab' and the 'imam' was instructor. It will be necessery to rationalize the syllabus, so that it is within the capacity of such teachers. It should be possible to arrange for short courses to give the necessary basic training to the 'imam'. The medium of instruction in these primary schools must be the mother tongue.

**A Simplified Script,**

It is claimed that Ataturk's decision to adopt the Roman alphabet for the Turkish language was one single step which contributed most to the rapid spread of literacy in Turkey. A script which is as complicated as ours is a great handicap. A simplified Arabic script is possible. The essentials of such a script would be that every letter of the alphabet would have just one form, and every letter of a word would be written separately. If such a script is adopted it will remove the most serious obstacle in the path of universal literacy.

**Adult Education**

Adult education is an aspect of mass education. No argument is needed to emphasise its importance. The steps suggested to promote primary education would apply to adult education. The problem, however, is more formidable. It involves some 40 million people, who are occupied in diverse pursuits to earn their living, and psychologically are not attuned after a full day of exertion to spend their leisure in mental exercises. There are serious difficulties of finances, instructors and literature. At present there are 881 centres to impart instrnction to 27,736 adults. Not even a drop in the ocean. In the six-year programme, it is proposed to establish 8,072 centres, with a capacity to instruct 920,000 adults, at a cost of Rs. 88,96,000. It is doubtful if any thing much would be achieved. If democracy is to be a reality, if Islamic way of life is of value to the nation, then adult education is the answer. To provide a strong enough incentive for adults to receive education, a certain standard of literacy should be prescribed as the minimum qualification for inclusion in the voters' list for elections. A time limit should be set, and those who do not come up to the prescribed standard should be disfranchised. It would be for political organisations to assist educate their adherents. And is it not possible to conscript all suitably educated persons for compulsory teaching work for two years ? With the degree of developing unemployment of the educated such a scheme will be workable. No one who has not done his two years as a teacher should be eligible for any Government service or public office.

**Post—Primary Education : Middle Schools**

Beyond the primary stage a great deal of diversification in education should be attemped. This stage may suitably be of four years duration (age group 11 to 15, classes 6th to 9th of the existing scheme). At present there are 6, 486 schools providing education for 11,164,142 pupils and it is proposed to increase this number by 721, to provide facilities for an additional 237,600 pupils, at an added cost of Rs. 22 crore. It is

proposed that the responsibilities for financing this stage of education should be shared by private agencies with Government in the proportion of 3 : 1. Government establishing one school for every three private schools. Government contributing 50 per cent of the capital cost, and recurring expenses recovered from fees. This is as it should be. This is the stage at which technical and commercial education will be introduced into the syllabus. The products of these schools should be able to obtain employment in a variety of positions. This will be the stage during which diversion of students to different vocations would be encouraged and very limited number selected for further education of the general type leading to education at the University stage.

**Teachers' Training**

Trained teachers would be preferable for all stages of education whenever available, but for instruction in secondary schools they will be indispensable. Special efforts would be necessary to produce suitably trained teachers in required numbers. It has been said : "The right education demands the right teacher, who can himself be 'right' only if he himself has had the right education".

Here is a perfect vicious circle. It is most necessary that teachers training institutions are staffed with men of high intellectual calibre and such moral character as would enable them to exercise a sound influence upon their pupils.

Those who are the makers of nations should be adequately remunerated, so that the best men and women join the teaching profession.

There are at present 136 teachers training institutions of all grades, and they train 6,930 teachers annually. There is a proposal to establish 127 new institutions for 12,870 teacher-pupils, at a cost of Rs. 5.3 crore. Before adding to the number of these institutions it would be advisable to modernise the institutions which exist and increase their capacity. This will be more economical.

**Colossal Wastage**

At this stage it is necessary to digress in order to deal with a problem of great importance. There is colossal wastage at every rung of the educational ladder, and the higher we ascend the more serious the loss becomes, and acuter the problem. For instance, some 36,558 candidates sat for the last Matriculation Examination. Of these some 15,348 candidates failed to qualify. If the cost of maintenance and instruction of one student is placed at a very modest figure of Rs. 5C0 for the year, then the loss due to the failures of 15,348 students works out at Rs. 7,674,000. The Punjab alone suffers this loss every year. The University, of course, makes money.

In the Intermediate and Degree examinations, the percentage of successful candidates is 33. During 1953, some 12,000 candidates sat for these examinations and some 7,500 failed to qualify. If the cost of maintenance and instruction per student is placed at Rs. 1,000 per year, the financial loss to the Province is Rs. 7,5C0,000 every year.

Another distressing feature is that at the Matriculation stage some 30 per cent of the successful candidates are placed in the third division, indicating a very low level of performance. At the Intermediate and Degree stages the proportion may be as high as 50 per cent. In a class where more than two-thirds of the students are much below average, it is not possible to maintain a high standard of instruction. Such a position creates a serious handicap in national progress.

The position is equally unsatisfactory in professional in-institutions such as the Medical and Engineering colleges, where admissions are on merit and to which some of our best students are admitted. On the basis of successes in the various professional examinations for the M.B.B.S. Degree the following conclusions will be justifiable.

If 100 students join a Medical College, then 60 qualify in the First Professional and out of these only 36 get through the Second Professional, and of these 21 pass the Third Professional, and only 12 of these qualify in the final examination.

Similarly if 100 students join the Engineering College only 38 reach the final stage. If all the examinations are taken into consideration the wastage assumes appalling proportions, crippling educational progress.

## CAUSES OF THIS WASTAGE

The Anderson Committee were of the opinion that very large number of pupils in class X were of the kind that they should have been diverted at an earlier stage to a vocational course. The Colleges are over-crowded with a large number of students who are intellectually at a level that they have no chance of completing a University Course successfully. The standards are low at all stages of education. The lower stages pull down the standards of the higher stages, and the low standard of the highest stages react on the stages below. Thus a vicious circle is created. At no stage are the students directed into channels for which they are intellectually more suited. Training at earlier stages is defective and no attempts are made to overcome initial deficiencies. The instruction in the Colleges is defective. The situation is such that it demands a special enquiry to discover flaws and suggest remedies.

## HIGHER SECONDARY SCHOOLS

To avoid this clossal wastage, and to improve the standard of University education, it has been repeatedly suggested by University commissions and committees, that the two final years of High Schools (IX & X Classes), and the two Intermediate classes of Colleges, should be amalgamated to constitute a distinct educational unit, to serve as a stage preparatory for University education. Such institutions by themselves, would not be designed to lead to any specific employable qualifications, but will prepare students for admission to University courses in technical and professional branches, such as medical, engineering, agricultural, veterinary, commercial and so on, as well as to degree courses in sciences and hūmanities. Overcrowding shall have to be avoided, and insistence laid on quality and not

numbers. The very best of the nation should have opportunity of joining these institutions, if necessary by grants or stipends. Merit and not money should be the determining factor.

## UNIVERSITY EDUCATION

There is a general complaint of the low standards of our Universities and their continued deterioration.

The Pakistan Public Service Commission took steps to get the performance of some of the best products of our Universities evaluated by examiners in England. These examiners reported that the questions set for the Pakistan Competitive Examination were comparatively elementary and not so formidable as those set for the Home Civil Service Examination of U. K., and they were hardly of the Honours standard. The answers were bookish, lacked critical ability and originality and were of a Pass Degree standard or Third Class of an Honours Degree.

If we are to survive as an independent nation our best men should be able to compete with the best men of any nation.

There are 127 colleges in Pakistan, and five Universities. Two Universities have been established since partition and a University at Rajshahi is being planned. There has been a tendency to add to numbers instead of consolidating and improving the existing institutions. Both colleges and Universities are inadequately staffed, and stand in need of great deal of improvement. Universities are the seats of learning ; where technical competence is created, leadership developed and foundation of national greatness laid. After mass education university education should receive the greatest State help.

So far the universities have been mostly ignored in award of scholarships for foreign training. It is urgent that teams of teachers should be sent to the best seats of learning abroad to prepare themselves for service in the universities.

Universities must also receive substantial aid for equipment and libraries. There is not one first class library in Pakistan,

and for want of literature both teaching and research work suffer. All universities should be adequately equipped and financed for research work, both in sciences and humanities. Instruction becomes stagnant where research is not in progress.

**Technical and Vocational Education**

Technical education has been greatly neglected in our country. The few industrial schools did not flourish, because their product did not find scope for remunerative employment. Now that industries are being started, demand for skilled workers, technicians and technologists will increase. Technical education must keep pace with industrial development, and industries should finance technical education. Some industrialists are alive to this responsibility.

**Search for Talent**

Plato said : "There is no telling where the light of talent or genius will break out, we must seek it impartially everywhere in every rank and race." Where education is confined to a very small fraction of the community, as is the case with us, search for talent is a real necessity. At some stages in our educational programme, a suitable system of tests, employing the most modern technique, should be used to pick out real merit. And effective steps should be taken to foster merit by all possible means. We have too many of medocrities and we need men of high merit for the success of our young state.

## EDUCATION FOR AN ISMALIC WAY OF LIFE

Iqbal has said,

گر تو می خواہی مسلمان زیستن
نیست ممکن جز بہ قرآن زیستن

"If you desire to live as a Muslim, then you cannot thus live without the Quran".

The Quran provides guidance and inspiration for an Islamic way of life. To obtain such guidance and inspiration one

should be able to read the Quran and understand it, so that one's life can be fashioned in accordance with the teachings contained in the book.

The aim of education is to make man a rational being, and Islam is a rational religion. Respect for truth is the characteristic educational value of science and truth is the foundation of Islam. Teaching of the Quran and science should jointly mould the character of Muslim students. Iqbal has also said :

نہ کتابوں سے نہ کالج کے درس سے پیدا
دین ہوتا ہے بزرگوں کی نظر سے پیدا

It is not from books, nor from lessons in colleges that you learn Islam, you learn it through the guidance you receive from the saintly persons".

In other words : Moral progress of a people depends upon the example of those men and women who, by reason of consistent and faithful lives, are judged worthy by their fellows. There is great need for such leaders in our country.

**Discipline among University students**

Intellectual life is so intensely absorbing that it gives no scope for wasteful pursuits. There is so much to be learnt and achieved, that a day is not long enough for all this. All well-run institutions should provide all its alumni, in abundance, such variety of education, mental and physical, recreational and aesthetic, that there should be no place for boredom. Inefficient teaching, lack of interest in the pupils by the teachers, absence of personal touch, indifference to faithful discharge of duties, produce a feeling of frustration which is the parent of indiscipline.

"There is nothing that man might not do if our splendid organization of schools and universities were properly developed and properly manned and directed intelligently to the reconstruction of human character".

It is often stated with much confidence that Urdu is capable of providing facility of expression for every science to the highest level. Even medicine can be taught in Urdu. In support mention is made of a series of lectures delivered to the lay audience on a variety of subjects. To test this theory let us take the case of medicine, and study it in some detail.

### Medical Teaching

Some years back, Bodmer estimated that a student of medicine, during his professional training, had to master 10,000 new words. It has also been estimated that every year some 2,000 new scientific terms are introduced. Medicine must have its share of these new words, and perhaps a big share. If medicine is taught through Urdu, but the international terms are retained, the language of a student of medicine will consist of some 2500 Urdu words and over 10,000 English words or words of languages from which English terminology is derived. What language will be the true medium of instruction in such a case? Where would the professional advantages lie—acquiring knowledge through the medium of Urdu or English?

If, however, the terms are also translated, and some ultra enthusiasts desire, a medical student shall have to learn 10,000 words thus translated as he shall have to refer all through his life to books in English he must know their equivalents as well. This unfortunate individual will have to learn 20,000 new words, God help him !

### Publication

There is yet another problem—the translation and publication of books for advanced study. This is a most formidable problem. Enormous man-power at a very high level in the intellectual field will be required, and this commodity is in short supply.

Again, the cost of publication will be very heavy. The sale of books of higher learning in Urdu will be limited to West Pakistan and the market is very limited.

We have gained practical experience in such an adventure through the Punjab University project of Urdu Encyclopaedia of Islam. The work of translating the English version was started in 1950, the average annual expenditure has been approximately Rs. 1,00,000. So far some 1,500 pages have been printed. The rate of progress and the cost can be determined. And this is a non-technical publication. The University had the tremendous advantage of having one of the best qualified men to direct this enterprise, the late Maulvi Muhammad Shafi, a scholar of international fame, and a most conscientious worker.

It has been estimated that an ordinary book just recovers its cost if 3,000 copies are sold. To make a reasonable profit and safeguard against eventualities a publisher must be sure of three times this sale to take the risk of publishing a book. How many copies per year can be sold of a book in Mathematics, Physics, Chemistry, Botany, Zoology, Geology, Geography, Sociology, Psychology, Philosophy for the degree examination with Urdu medium?

**Scientific Study**

For years we have discussed the problem of the medium of instruction and examination. Surely the time has come when we should make a proper scientific study from all aspects.

I have given above the views of Indian scientists of high eminence. We can fall back upon the experience of our Muslim friends in Turkey, Egypt. Iraq, Syria, Iran and Afghanistan. A careful study of the system of higher education in these countries, the standard attained in different disciplines, text books printed, terms used will form a sound basis for our own educational programme.

I had an occasion of exchange of views with four scientists who had come to the CENTO Conference last year. With absolute frankness they stated that their attainments in the fields of science and technology were very low, as their medium of instruction was the mother tongue, and it did not possess

proper facilities for advanced education. These standards could not be raised, they frankly admitted, until English, French, German or Russian became the medium of higher scientific training. All four were in favour of adopting Roman script, and accused the orthodox for not accepting their demands.

In the end, I may again say that it is necessary to adopt a realistic attitude, find practical solution of our problems, and not base our future on sentimental slogans

V

# THE PLACE OF ENGLISH

*By*

**M. AFZAL HUSAIN**

The Editorial of The Pakistan Times on "THE PLACE OF ENGLISH" ends in a commendable advice :—

"Realism clearly demands that we take a rational, not emotional, view of the matter and give to the teaching of English the high importance it deserves."

It is most unfortunate that problems of education, upon which the development of Pakistan and her prestige in the international sphere rest, are considered under the intoxicating influence of prejudices and emotions. And, without any well conceived programme of action, decisions are made hurriedly. The University of Karachi, for instance, has decided to change over to Urdu medium of instruction and examination, during the next three years.

The educational problems of India and Pakistan are exactly similar. We had the same system of education which the British introduced, and we continue to follow the same general pattern even today. The English language was a compulsory subject from the Matriculation to the Degree stages, and it was medium of instruction and examination for other disciplines also. While the British were still here, persistent attempts were made by patriotic persons to introduce the language of the people as the medium of instruction in place of English. The struggle was long continued. The history of these attempts will form an interesting study.

Some of the older generations will recall that at one time English was the medium of instruction and examination even for

such languages like Sanskrit, Arabic, Persian, Urdu and Hindi. It was in early forties that through the efforts of a person trained in sciences, and against the tough combined strength of the Orientalists, in the University of the Punjab a change was brought about, and the medium of instruction and examination for Oriental and Modern Indian languages was to be the language itself or a cognate language.

**Enthusiasm**

On attaining Independence, there was great enthusiasm for a change and self-assertion. Both in India and Pakistan English was discarded as the medium of instruction and examination at the Matriculation stage, except for candidates from special English-medium schools. It is sometimes suggested that the fall in the standard of educational attainments is the result of this hurried action. The students learn their mathematics and sciences in Vernacular and at the next higher stage have to switch over to English, and this entails much loss of time and labour. Urdu has also been introduced as a compulsory subject at higher levels and as the medium of examination for the Arts subjects.

The National Institute of Sciences in India the, supreme scientific organization of the country, set up a strong Committee, to examine the question of "change of medium of instruction from English to Hindi or Regional languages."

The Committee's Report, as also the forwarding letter to the Government of India from the Institute, have been published in the "Year Book of the National Institute of Sciences in India—19 2". It would have been helpful if this document had been reproduced in full.

However, a few extracts are given below :—

The Committee reported :—

"It has been noticed that there is a hurried tendency to change the medium of instruction from English to national languages, even in the scientific dsiciplines. It is an admitted fact that through the use English well-night for two centuries, Indian

scientists have established a recognised position in the world of sciences. If this position is to be maintained and further strengthened in the rapidly progressing scientific field, both fundamental and applied, any sudden change in the medium of instruction would be fraught with danger......"

Therefore, the Committe recommended :—

"..... as at present the medium of instruction in scientific and technological subjects at the University level should continue to be English. At the same time, national languages may be increassingly used in seminars and discussions in order to facilitate understanding of the subject".

To cure the ills of hasty change-over at the school stage, and make transition from non-English medium in schools to English medium of instruction at the University stage, the Committee recommended :—

"In teaching Mathematics and sciences in the Secondary Schools the medium of instruction may be English or Hindi or other national language. If it is not English care should be taken to teach English equivalents of technical terms...and books on these subjects should give glossaries of these terms with their English equivalents, and further at the end of each chapter of such a book, which is written in Hindi or regional languages for the high classes in Secondary Schools there should be short summaries (not exceeding 1 or 2 pages) in simple English of the topics discussed in the chapter."

**English Teaching.**

There is another important recommendation which aims at improving the standard of English at the school stage. The Committee recommended :—

"The study of English should commence in schools at an early stage, and methods of instruction modernised......"

In making its recommendation to the Government of India the National Institute of Sciences supported the Committee's report, and further added—

"The National Institute of Sciences of India is strongly of the view that even when ultimately the national languages become the media of instruction, the study of English as a second important language should be continued."

The above views of the eminent scientists of India, whose patriotism is above reproach, deserve most earnest consideration by the Pakistani thinkers. Sanity and realism are apparent.

There is another important factor which also deserves attention. Whatever the views expressed by the 'enthusiasts' and 'leaders of thought', it is interesting to find that the elite—— or those who can afford it——follow a different trend. The number of the English-Medium schools has been increasing very fast, since Independence. The number of students in these schools is also increasing very fast. Without exception every school of this type has a long waiting list of future pupils. The number of English-medium nursery schools is increasing rapidly. The parents are willing to pay very heavy fees for the advantages that accrue. Some nursery schools in Lahore charge as much as Rs. 50/- per month for a 4-hour day school.

**World Medium**

What can be the reason for this attitude ? The phenomenon requires a careful study. It cannot be attributed to lack of love for one's culture or country or mother tongue. It may be that instinctively the educated parents feel that the world trends strongly point out that the English language is spreading very fast all over the world, and is the most important world language, today. And they are not wrong in holding such an opinion. The amount of literature produced in this language far exceeds that produced in any other language, and it is true for all spheres of human knowledge.

An editorial in Nature (19.11.1955) dealt with the relative position of various languages with regard to scientific literature. It was estimated that about 50 per cent of the world's scientific papers were written in English, about 15 percent in French and

German each, about 10 per cent in Russian, 2 to 3 per cent in Spanish, and the remainder in other languages. It was forestalled that the importance of Russian, Japanese and perhaps Spanish might increase, at the cost of French and German. Further on it observed :

"Chinese may come to assume major importance ; but there is little evidence as yet of any vernacular language emerging in in India or Pakistan capable of overcoming practical difficulties involved in replacing English as a lingua franca of scientific communication."

As H.G. Wells put it, English is "......a flexible language expanding to meet every fresh need...a very adaptable language, it borrows and assimilates words and idioms very freely......it brings together into one creative fermentation a vast diversity of people......it brings all the thought and learning of the world within their understanding, as no other language can do......it translates everything of importance in every language under the sun." And Wells declared that these views were not based on any sentiment or prejudice but purely on consideration of the innate character and position of this language. (The Role of English on the Development of World Mind).

Courtesy : The Pakistan Times, LAHORE

## CORRIGENDA

Page 18 at the bottom of the picture read Benares
33 line 34 read monuments
75 line 4 read started
76 line 6 read behaviour
100 line 29 add comma after the Punjab
101 line 19 read necessary
113 line 28 read 1962
113 line 35 read well-nigh
114 line 6 read committee
114 line 10 read increasingly
116 line 8 delete in given in the beginning
Back cover line 3 read Allahabad

Masood Faisal Jhandir Library

# THE AUTHOR

Sh. Abdul Hamid was born at Batala, India. His father M. Khair-ud-Din, B.A.(Allahbad), B.T.(Pb.), was a classfellow of Mian Afzal Husain. He passed his Matriculation Examination from the Government High School, Gurdaspur.

In 1925, he joined Islamia College, Lahore and obtained a B.Sc. Degree from the Punjab University. He used to contribute articles to the 'Crescent', the College Magazine, which won praise from Prof. Taseer. His University Professors, Dr. George Mathai, Prof. Shiv Ram Kashyap, and Dewan Anand Kumar left a deep impression on his mind as he studied under them.

During those days he often wrote for many Urdu Magazines in India. Later, for sometime, he worked as Sub Editor in the daily 'Siasyat' under Raja Mehdi Ali Khan. His association with journalism, which has clung to him all his life, brought him in contact with Prof. Tajwar, Prof. Ilam-ud-Din Salik, Maulana Ghulam Rasul Mehr, Abdul Majid Salik and other eminent writers of Indo-Pakistan. His name is, therefore, not unknown in the columns of newspapers.

In 1930, he obtained a Bachelor's Degree in Teaching from the Aligarh University and later on worked as a teacher in the various schools of the Punjab.

In 1934, he wrote a book on General Science in Urdu, under the name of 'Malumat-e-Science'. Mr. Abdul Rashid Tabassum who worked in the daily 'Inqilab' in those days and Maj. Aftab Hassan also collaborated with him. Sir Fazl-e-Husain on glancing through the book found it useful for school students and showed it to Baba-i-Urdu, Maulvi Abdul Haq, who published it for Anjuman Tarriqi-e-Urdu Hind (India), New Delhi.

After independence, he wrote Practical Science for High Schools which became very popular in East and West Pakistan. In 1966, Sheikh Abdul Hamid, retired as Headmaster from the Education Department.

He has now written and compiled a brief biography of Mian Afzal Husain, a great scientist, educationist and administrator of Indo-Pakistan. The book will be of interest to educationists, scientists and students. It will also give a fillip to research work in Science which was so dear to Mian Afzal Husain.